

# School Activities

## The National Extra-Curricular Magazine

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1936

## As the Editor Sees It...

We believe that there were more complimentary references made to the so-called extra-curricular activities during the recent meetings of the Department of Superintendence at St. Louis than at any other previous series of meetings of this Department. Further, there was evidenced, more than ever before, an insistent and vigorous demand for a practical character-developing and citizenship-forming education. All of which is encouraging to those who do not believe that the main job of the school is to teach facts.

Courses in safe driving are now found in many schools, and several states are promoting comprehensive programs designed to make student driving less hazardous. How perfectly logical! We teach the student how to avoid accidents while walking, roller skating, or riding a bicycle in traffic, why not teach him how to avoid them while driving his car?

School Activities is again expanding. With this issue we inaugurate another new department—"HOW WE DO IT"—composed of short articles reflecting what various schools have found to be interesting and valuable methods, materials, and procedures. This section will be under the direction of Professor Clifford E. Erickson of Northwestern University, Evanston, Illinois. We hope that our readers will contribute freely to it. Material may be sent directly to Professor Erickson or to the *School Activities* office.

Now is the time to promote a visiting-day for those elementary school pupils who will be senior high school students next semester. This activity may well include, (1) an education of the high school in the purpose and values of this visit; (2) a more or less formal invitation to the elementary school pupils, preferably sent through the mail to their homes; (3) a formal

welcome during a first period assembly; (4) a conducted visit of the school; (5) perhaps a free lunch; and (6) the distribution of printed or mimeographed material designed to develop in the pupil a proper attitude towards his new school and to hasten his assimilation in it. Naturally, the mutual cooperation of the officials, teachers, and students of all schools concerned is essential.

St. Louis recently tightened up its regulations concerning the school distribution of printed matter, taking up collections, giving out names of pupils enrolled, etc. Fine business! Now let's do the same with the many essay and other similar contests promoted by outside commercial and "educational" interests and organizations.

Another illogical practice—charging an admission fee to the graduation program. It would be just as reasonable to charge the parent an admission fee to visit a Latin or algebra class, taught in HIS school, to HIS children, by HIS employee, as it is to charge such a fee to this, the climaxing educational event of the year.

On the desk in front of us there lie three school newspapers, "The Whirligig," "The Gossip," and "The Talebearer." These publications are good, but their names are inappropriate. These and similarly flippant and undignified names are entirely unsuitable because they do not reflect either the purpose or the spirit of the school newspaper. They may be traditional, but mere tradition is not a sufficient justification for the use of them.

Nearly time for summer vacation again. Why not develop a few assembly, home room, and club programs reflecting possible ways of spending this vacation time profitably?

# The Student Council Federation of the Central States

L. E. HENDERSON

*Principal, Beatrice Senior High School, Beatrice, Nebraska*

FOR THE past eight years many secondary schools in the Central States that have organized student councils or some other form of student control organizations have been meeting in convention each fall, exchanging ideas, and gaining inspiration to promote more successfully their respective organizations. The records show that Central High School of St. Joseph, Missouri, with Miss Louise Barthold as sponsor, was the originator of this conference. Since its origin the organization has had consistent growth. There is evidence that the schools that have found it possible to send delegates to this convention have been able to accomplish more because of increased interest.

The chief purpose of this article is to inform other schools of the work of the student council convention and to encourage additional representation and participation in future meetings.

The constitution of the conference of the Missouri Valley Federation of Student Councils states that, "the purpose of the organization shall be to bring together ideas for the organization and activities of student councils and to encourage student participation in school control". In Beatrice (Nebraska) High School preparation for the election of delegates to the conference motivates the importance of the Student Council in the mind of the student body. Upon return from the conference the reports of the delegates and the sponsor before the council and the student body in convocation vitalizes the activities of the council.

Article III—Section I of the constitution on membership says, "any high school in the Central States District shall be eligible for membership in the federation and the official delegates from any member school shall be two guests (*students*) and a faculty member." The by-laws provide that yearly dues of two dollars for each school shall be paid before the annual meeting. The dues

establish membership and entitle the school to a detailed report of the proceedings of the conference.

A letter of inquiry sent to a number of member schools gave some interesting facts and reactions to the student council convention. In response to the request, "list the specific benefits gained by student council members by attending this conference", the following were collected. They are brief and given as submitted by students:

## SPECIFIC THINGS GAINED BY COUNCIL MEMBERS

1. A greater responsibility for the success of school projects.
2. Increased interest in activities of other schools, thereby gaining new ideas that can be used in their council.
3. A better attitude toward fellow students.
4. Increased service to the school.
5. Increased enthusiasm for carrying out the plans of the council.
6. More ability to put council ideals into words and increased confidence in its ideals.
7. Opportunity to convene and talk over their respective problems.
8. Broader viewpoint.
9. It gives a much larger scope and importance of the student's work.
10. Inspiration, contacts, and social values are of benefit.

## SPECIFIC THINGS GAINED BY SPONSORS

1. Our work made easier because of the wholesome effect it has had on our students
2. Many new ideas
3. Inspiration and faith in the right decisions of young people
4. Added interest of sponsors in the plans made for the council
5. Aid to sponsors in developing individuals and leaders in the council
6. A display of the value of student



participation in government

7. Realization of the importance of training student leaders

Several significant statements were made in response to the question, "Is the conference as effective under its present arrangement as it should be?" One sponsor says, "I consider the present organization effective, although I think too much of the responsibility rests with the host school". Another says, "It is better every year and will become more effective. It should reach more schools" "The last conference at Council Bluffs in my opinion was handled very efficiently",

At the conference, other than at the general meetings, the schools are divided in two classes, those over 1000 enrollment and those under 1000 enrollment.

In the discussion groups of schools over 1000 the following topics were considered:

1. Social activities—a very extensive and profitable discussion.
2. Activity tickets—briefly.
3. Pep clubs.
4. System of choosing representatives.
5. Clubs.
6. Power of student council.
7. Projects for raising funds for councils.
8. Good uses of student council.

In schools under 1000 the following topics were discussed:

1. School paper.
2. Social activities.
3. Student activities.
4. Pep club.
5. Avoiding a make believe situation in the Student Council.

The findings committee reported in part:

1. Increasing School Pep  
Best results obtained through well organized pep clubs.
2. Student Council's Place in School  
Should be the most important organization. Students should be permitted to sit in on Student Council meetings.
3. School Publications  
They are best financed through activities associations.  
Endorsed 10 cents per week activity plan as most desirable means of support for activities.
4. Chief purpose of Student Government

It is to prepare for better civic service.

5. Time for Student Council Meetings  
Preferably during school time.
6. Politics in Elections  
Avoid by not permitting election petitions and posters.
7. Dances  
Work best in schools under 1000 when sponsored by P. T. A. or similar organization.
8. Size of Council  
Endorsed small councils—one per cent or two per cent of student body.

A definite move has been made to increase the number of schools in attendance at the 1936 conference. Roosevelt High School, Des Moines, Iowa, Topeka High School, Topeka, Kansas, Central High School, St. Joseph, Missouri, Fairbury High School, Fairbury, Nebraska, Ponca City High School, Ponca City, Oklahoma, have been asked to assist the 1936 host school, Sedalia High, of Sedalia, Missouri, in their respective states to increase the interest and attendance at this worthy conference.

If a student council is a worthy project and most school administrators believe it to be, then we should become better informed in Student Council management. Teachers attend teachers conferences and conventions in order to be better informed instructors. Student Council sponsors and representative students should attend the Student Council Conference.

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Sigh as we may for the status quo, the profound conviction has been borne in upon most of us that we are living in a world where there is no status, and very little quo. We are like sailors on a ship driving before a gale on a stormy sea. We may regret the safe harbor, but the tempest hurries us on. We must navigate in the gale, not spend our time wishing for the sunlight and a calm sea.—Harry Woodburn Chase.

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Those who live on the mountain have a longer day than those who live in the valley. Sometimes all we need to brighten our day is to climb up a little higher.—Ella Flagg Young.



# Notes on High School Debating

E. C. BARKSDALE

*Debate Coach at Brackenridge High School, San Antonio, Texas*

THE FIRST question of importance which occurs in listening to the average high school debate is this, why in the name of common sense do coaches fail to allow the debaters to do their own work? It's the debate coach's job to COACH, not to debate.

There are over five thousand schools enrolled in the Texas Interscholastic League, and it seems sometimes as if all of them debate. Yet only a small percentage of these debating groups allows the child to work out his own salvation. That percentage in Texas is rapidly increasing. But the still too common practice is for the over-worked coach or the genial and willing town lawyer, preacher, or papa to write the speeches for the aspiring and perspiring offspring and to allow him to commit these speeches to memory with the fervent hope that they will fit the occasion. This custom is bringing debating into disrepute.

Then, again, please mister schoolmaster, and please, mister or madame debate coach, why not spend a little time on debate? Most questions submitted for interscholastic debate are general, broadening, and of a scope to tax even the intelligence of all of Mr. Roosevelt's braintrusts. Yet it is a common practice in many schools two weeks before the county meet to hit upon the brilliant idea of having a debate team. No masterful psychological analysis is required to determine what the average or even the most gifted high school youngster can do with tangible property tax, or public utilities, or the jury system with two week's study. Debating, my friends, takes time, and plenty of it.

The high school debate question for the entire state of Texas is listed in May of the school year preceding its use. The day it is announced youngsters in the better debating high schools who will be eligible the following year go to work on that question. They discuss it in the month of May. They study it during the summer vacation. They consider, dissect, and attempt to digest it from September until the debating season begins in January and February. Obviously, they are

placed at a distinct advantage when they compete with the team which has done but a few weeks work. The team that is trying desperately, and often unsuccessfully, to remember—and to pronounce—the words given by the sympathetic lawyer friend who himself, incidentally, quite often possesses only the most superficial knowledge of the situation, cannot be a good team. That situation is so true as to be axiomatic.

Third, there is the ever-present and the querulous question, "What can we do about judges?" The answer, I fear, is, "Nothing". The judge who votes against my team is ignorant and incapable. The judge who votes with me is competent and intelligent. That is almost always the feeling. So in every decision debate, fifty per cent of the coaches of the participating teams realize fully the terrific evils of the judging system. The other fifty per cent are converted to the same view in the next debate when their teams lose.

Yet a non-decision debate is like a football game in which neither team is permitted to score touchdowns. Our youngsters are going to be judged in life, in getting jobs, in getting married, even in getting undertakers, by the same peculiar and at times distorted situations that arise in debate. As there is no way of removing the human equation from life, so there is no way of removing the human situation from debate. The best we can hope for and the thing upon which we must insist is that the judge LISTEN to the debate (*hard though that requirement may be*) and that he vote on the merits of the debate and not on the merits of the question. If your judge does these two things, then he approaches perfection.

Fourth, cries the coach: "How may I arouse interest and enthusiasm for debate? It is such a dry hard subject that no student wants to participate."

The task (*and task it is*) is not as difficult as may be imagined. The more intelligent students are impressed by a continued, re-iterated, and clear-cut insistence on the part of the coach that debating not only helps in the improvement of school grades through

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its improvement of presentation and concentration, but that it also supplies the best possible training for the adequate solution of the problems presented by adult-hood. The creation and maintenance, through continued repetition of a school atmosphere which definitely commits the adolescent population to an acceptance of the fact that to letter in debate is one of the greatest honors high school can confer aids tremendously. Awards, trophies, and emblems are of surprising assistance. If you will forgive a personal reference, I have noticed my ex-high school debaters enrolled at various universities proudly displaying their Brackenridge debate B's when they had left their university DELTA SIGMA RHO keys at home. Do not ignore nor neglect the value of publicity. Pictures in the local newspapers, names, stories of debates are liked by the high school debater.

Trips, long or short, present an irresistible appeal and if properly handled are not too great a strain. Hardly a Saturday during debate season fails to find two or three ramshackle cars loaded with seven or eight Brackenridge debaters bound somewhere for a tilt in argumentation, and football coaches complain that our debaters travel three times as many miles each year as do the various athletic teams. By methods such as these, effectively employed, the coach will soon find his problem to consist not of finding participants for debates but of finding debates for participants.

Fifth and finally, what are some of the more important yet simple suggestions which may assist the beginning debate coach? Here are a few rudimentary thoughts advanced summarily which may prove helpful:

#### A. Selecting the Team

Do not select the debate team on the basis of one try-out. That is like buying the first hat one sees in the shop window. See that all the squad candidates are given opportunities to debate several times either with their fellows or against other schools. Have each competitor ranked one, two, three, four, in each debate. Then choose on the basis of the best totals. Give as many debaters as possible the opportunity of participation and as a result not only is the team strengthened, but more students are given the benefits of actual contest work.

#### B. Preparing the Brief

After the debaters have prepared their own briefs for all of the squad debates from which the final team is chosen, announce a

session in which the contest brief will be prepared. Assemble the debaters in a room which has a large blackboard, and have them list on that blackboard, in one, two, three style without reference to relative strength, each and every point and argument which may be advanced. Discuss these points for several days, eliminate those which seem weakest, combine the others into appropriate divisions, and the outline is ready. Since the brief is the skeleton of the debate case, it is then necessary only to clothe the bones with the flesh and blood of appropriate, terse, and interesting wording, and the main speeches are prepared.

#### C. The Rebuttal.

The rebuttal, of course, is that part of argumentation in which most debates are won and lost. In connection with its mechanics, the following "Do's" and "Don'ts" are presented:

DO suggest that your students list the arguments of the opposition on small cards as that argument is presented.

DO insist that all opposing argument be summarized for short and effective presentation and destruction.

DO require that the vital or strong points presented by the adversary be answered and that your debaters not peck around with a hundred haphazard, incoherent, disjointed sentences such as, "My opponent says, '.....'"; "My opponent says, '.....'"; "My opponent says, '.....', but '.....'" over and over again.

DO demand that your debaters quote opponents accurately. There is nothing more unappealing to a competent debate critic than to hear some youngster swear by all that is good and holy that his antagonist said thus and so, when the antagonist has said nothing of the kind.

#### DON'TS:

DON'T allow your debaters to memorize their rebuttals! Rebuttals memorization constitutes all seven of debating's deadly sins. In contravenes every fundamental principle of effective extempore argument.

DON'T, above all things, allow your debaters to refute something which has not been said. That, more than anything else, puts the finger on his inexperience, inability, and lack of preparation.

In connection with rebuttal practice, we have found a simple little game effective. The debaters form in a circle. The "It" debater states an issue. The man on his right

gives a thirty second refutation. The next man refutes that refutation, and so on around the circle until the coach, who is referee, decides that some player has effectively stopped the argument advanced by the player immediately preceding him. The "stopping" player has one point scored for him, becomes "It", and the game continues. The first debater scoring five points is declared the winner, and the others have to pitch in a penny each to buy him a malted milk. This pastime may sound silly, but it works, and better refuters, and better debaters are the result.

In effective debating, good refutation is the front line trench. Make adequate preparation to hold that trench.

#### D. Delivery

1. Speak distinctly. If the audience cannot hear and understand the debater, his efforts are futile.

2. Speak with vigor. A dead debater deadens the judges. Humanity likes life. This rule, however, does not mean that the debater must yell, shout, and scream. It means that he should speak with interest, with strength, and with enthusiasm.

3. Use action freely. The debater should remember that he is not a 'possum, a participant in a poker game, nor yet a Buster Keaton. He should be neither motionless nor "dead-panned". His body, face, hands, eyes, should move! Conversely, he should remember that he is not an animated windmill, nor engaged in dancing the rumba. His body, face, hands, eyes, should move, but not too much.

4. Be earnest and sincere. Say it as if serious, complete conviction is behind it—not cockily but confidently, not blatantly, but convincingly, not sensationally, but with the utmost straightforwardness.

5. Be pleasant and courteous at all times. A debate is not a bar-room brawl. It is a contest in intelligence between gentlemen. It does not necessitate harshness, stridency and ruffled feelings. A debater who impresses his judges with the pleasant sincerity of his attitude has gone a long way toward the establishment of his argument.

Despite any belief to the contrary, effective delivery is a vital factor in debating. The good coach builds a good delivery.

#### E. Practice

Practice, practice, and more practice is the alpha, the beta, and the omega in the development of a successful debate team. Not only during the school time allotted for de-

bate, but when the student is walking home from school, milking the cow, or washing the dishes he can without special loss be thinking of his debating, continually advancing his case, refuting imaginary opponents, mulling over new ideas, and perfecting his argumentative abilities. Debating is one-tenth showmanship and nine-tenths grind. Everything else being equal, the team that works the hardest wins the most debates.

Despite its work, time required, paucity of efficient judges, difficulty of arousal of interest, and complexity of technique, debating, properly conducted, will to the coach prove vital, stimulating amusing, and possessed of a peculiar ever-growing fascination. The debate coach's job, though always nerve-racking, is one of the most desirable the schoolroom has to offer.

May all of your teams win state championships! Even if mine cannot reach that zenith of every dyed-in-the-wool debate coach's ambition, dream and desire, may the suggestions offered here be of some minor assistance in the advancement of better high school debating.

Place a four-inch plank across the floor of this room and any man can walk along it without any difficulty whatever. But place the same plank above the street from the top of the town's two highest buildings, and hardly a man can be found who can walk across it. What is the difference? The same plank, the same muscles, the same mind, the same will. The difference is that when the plank is on the floor, we are thinking only of walking across; and when the plank is suspended in the air we are thinking more about falling.—*Monsieur Coue*.

In a recent newspaper article, a famous stage critic writes:

"Three-fourths of all players on stage and screen get their start in school. Whatever the future of the dramatic arts in America, the grade or high school will play a part in it and determine its course."—*The High School Thespian*.

"It is the duty of citizens of a democracy to see to it that every boy and girl is given the opportunity he needs to realize his greatest possibilities. The increased number who are seeking educational advantages testifies to the wisdom of our provision for them."—Selected.



# Making Music Live in the Elementary School

RUTH JOHNSON

*Music Teacher, Cheltenham Township School, Elkins Park, Pennsylvania*

EVERYONE SHOULD be able to express his feeling through song and to enjoy participation in other music activities. Ulysses Grant regretted his lack of music training. He once said that he knew only two tunes and one was "Yankee Doodle" and the other wasn't. It is our job to furnish music experiences in school.

## SINGING

According to Alice Thorne, there are four things to be considered in teaching songs to children: (1) that the child shall get pleasure and satisfaction (2) that the child shall come to know and appreciate beautiful songs, (3) that each child acquire skill as a singer, and (4) that the child shall learn to use his singing voice as a means of self expression.

In addition to the regular classwork, there are other singing activities in which the child may participate. Glee clubs, choruses, and choirs give added experience to those who are interested and have the ability.

Assembly singing is also an important phase of the work. The whole atmosphere of an audition period can be made delightful if the music teacher or song leader has the right sort of personality and endeavors to make the program interesting. For the lower grades seasonal songs, hymns, funny songs, and motion songs are good. Songs of Schubert and those of Stephen Foster are particularly loved by the younger groups. In the intermediate grades, units of songs can be taught, such as English songs, Irish songs, Italian songs, German songs, and so on. The world is full of beautiful music waiting to be sung, that there is no excuse or reason for any teacher allowing children to sing anything cheap or inferior. Singing in the assembly room not only gives the child the satisfaction of sharing a pleasant experience with others, but it also is a means of promoting cooperation and unity within the group.

## THE ORCHESTRA

No time is more appropriate for starting

instrumental instruction than in the elementary school. A child has just as much right to devote some time to studying a subject that he may use in his leisure time, as he has to devote the major part of his time in school to mastering subjects that are used only as a means of making a living.

In every community there are children whose parents cannot afford to give them a musical education. For them, the chance to learn should be given in the school, and also the opportunity to rent or borrow school instruments. Many times the school can discover latent talent in this way. Aside from the fact that playing an instrument is a means of self expression, and that best results are gained in individual instruction, or in groups of three to six, there is one big value in playing in an orchestra; one must learn to work and cooperate with the group, to be in tune and in rhythm with others and to follow a leader.

## THE BAND

John Phillip Sousa, the famous composer and bandmaster once said in an interview:

"Why does the world need bands? Why does the world need flowers, sunlight, religion, the laughter of children, or great masterpieces of art? Because the world has a soul, a spirit, which is hungry for beauty and inspiration."

Most boys incline more naturally to the band than to the orchestra. It is about as difficult to coax the average boy to play in a band as it is to coax an airdale to eat beefsteak. He soon finds that, however delightful it may be to listen to music, it is ten times as much fun to play the music himself. If you can get a boy started in studying an instrument and get him past that point where he has learned enough technique to make playing easy, he will be interested for life. Authorities tell us that if many of the men who are in prison today could have become interested in some such hobby, they might not have found so much time to lay plans for

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becoming gunmen and racketeers.

#### OTHER INSTRUMENTAL ACTIVITIES

It is impossible, in such a short space to discuss all the different activities and organizations that can be developed in an elementary school. Piano classes, violin classes, harmonica bands, and bugle corps have all become prevalent in the public schools. These organizations help to get children interested in instrumental playing. Many who seem indifferent to other music activities will be fascinated with playing a harmonica or blowing a bugle. We must furnish many avenues of approach.

#### CORRELATING MUSIC WITH OTHER SUBJECTS

Geography, reading, history, nature study, literature, and art will all be helped by the use of music that is appropriate and related. For example, the hearing of typical folk music of a country with a study of native instruments and folk dances, adds interest to the study of the geography of that country. The people of every nation have expressed their characteristic traits and represented their customs of work and play, through music in dance, game, and song. This great wealth of folk music not only reveals the life of people in various lands but is really the basis of modern composed music. Children in the lower grades are always interested in hearing the folk songs and playing the folk games of the children in other lands.

#### Correlating Music with American History

Every period of American History may be made more realistic by studying the music which it contributed. In connection with the story of early exploration and colonization, Indian songs and dances are appropriate. Songs of war, of love, of tribal events, give the children a real picture of the Indians, in whose life music played such a vital part.

The Puritan, opposed to all music except that of chanting hymn-tunes published in 1640 that quaint book known as the "Bay Psalm Book". Nothing can give children a better impression of the primness and stiffness of Puritan life than the hearing of these psalms sung as they were in colonial times, in unison and without any accompaniment.

The rounds and singing games brought from England, show the lighter, more joyful side of the Colonist's life. The Cavaliers of Virginia and the Carolinas showed their enjoyment of outdoor life in a warmer climate.

They sang ballads of Elizabethan times, and danced the old country dances. To this day some of these old-time ballads are sung by the descendants of those people in the mountains of Virginia, Carolina, Kentucky, and Tennessee.

#### Correlating Music with Nature Study

At first thought it seems far-fetched to try and correlate two subjects like Nature Study and Music, but it can be done to advantage in the lower grades. For example, it is not possible for the city child to hear the song of a thrush, or the call of a cardinal. But how shall the child hear their songs? Records have been made from actual birds and from imitation of bird songs by the great naturalists. In these records are imitated the calls of the dove, bluejay, whip-poor-will, lark, oriole, etc.

Many of the songs written for children deal with nature subjects—"The Robin", "The Squirrel", "Daffodil", "Bluebird", etc. In the lower grades these are especially interesting to the child.

Then, too, he may listen to music in which he can hear imitations of such things as a brook, wind among the trees, the fountain, rain, and so on. These things not only stimulate the child's interest in music, but increases the pleasures of nature study.

#### Correlating Music with Reading

There are many times when music can vitalize the topic of a reading lesson. Poems and stories about childhood pets are more interesting when connected with songs about those same pets. The spirit of a marching song or lullaby in verse may be wholly uncomprehended until its rhythm is felt in music.

Historical events which come in reading lessons often have a parallel in music. The story of Hiawatha, for example, can be enhanced by using parts of Longfellow's poem which have been set to music, and other Indian music. The addition of the music strengthens the child's interest in the reading lesson. At the same time, a piece of good music, though brought into the lesson incidentally, sometimes becomes a lasting memory.

All these correlations mentioned, and many others, are helpful and are being used quite universally. Music can enrich all the other subjects if brought in at appropriate times.

# Assembly Programs

M. CHANNING WAGNER

SOMEONE HAS said that preparation is the keynote to a good assembly program. Any teacher charged with the responsibility of sponsoring the weekly assemblies should have her teaching load lightened so that there is a definite place in the program for her duties in providing worth-while programs. It would seem that every school should provide a definite time and place in the regular schedule for assembly preparation and practice.

April is especially rich in material for special day celebrations. The school should take advantage of every opportunity to explore to the school the lives and deeds of those men who have contributed so much to the life of our country and the world in the way of science, literature, art, and music. Such programs give pupils opportunity for wide participation in their preparation and presentation.

Some of the special days in April that may be observed are as follows: April 3, John Burroughs and Washington Irving; April 7, Discovery of the North Pole; April 13, Thomas Jefferson; April 15-21, Clean-Up Week; April 16-21, Be Kind to Animals Week; April 16, Wilbur Wright; April 18, Paul Revere's Ride; April 19, Lexington and Concord, Patriots' Day; April 22, Arbor Day; (this date varies in different states); April 23, William Shakespeare; April 25, Guglielmo Marconi.

## ARBOR DAY PROGRAM

Arbor day is observed in many states in April or May. It was originated by J. Sterling Morton, United States Secretary of Agriculture. We believe this subject is of such great importance that should be observed by means of an assembly program and special discussion in the science classes of the school.

### PROGRAM I

1. Devotional Exercises, led by a pupil
2. Salutation to the Flag, led by a Scout
3. The Origin of Arbor Day and National Forest Protection, by a pupil
4. The Place of Trees in Civilization, by a pupil

5. The Story of the Famous Trees, by a pupil
6. "Trees," by the Glee Club
7. Poems,
  - (a) "Trees" by Joyce Kilmer
  - (b) "Woodman, Spare that Tree" by Morris
  - (c) "A Plea" by VanDyke
8. Songs,
  - (a) "Farewell to the Forest" by Mendelssohn
  - (b) "Woodland Sketches" by McDowell
  - (c) "The Green Cathedral" by Hohn
9. What has Arbor Day Accomplished?
10. Song, "An Anthem for Arbor Day" by Smith, sung by the school
11. Our Responsibility in 1936, by a pupil
12. "America, the Beautiful," by the school

### PROGRAM II

The following program was prepared and presented in the Willard Hall Junior High School under the direction of Mrs. Grace M. Gray:

1. Hymn by the school, "When Morning Gilds the Sky"
2. Devotionals, led by a pupil
3. "The Linden Tree" by Schubert, by a group of pupils
4. "The Importance of Arbor Day and of National Forest Week," written and presented by a pupil
5. "Trees" by Joyce Kilmer, a recitation by a pupil
6. "Trees in our Community," a reading by a pupil
7. Piano Solo, "Woodland Sketches" by McDowell, by a pupil
8. Famous Trees of History: Charter Oak at Hartford, Washington Elm, Appomattox Apple Tree, Wye Oak, Treaty Elm in Philadelphia, Logan Elm, etc.
9. Reading, "A Shasta Legend" by Lucy Doak
10. Reading, "The Heart of a Tree"

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by Henry Cuyler Brunner

11. How to Plant a Tree, described by a pupil

12. "The Song of the Forest Ranger" by Herbert Bashford

13. Song by the Glee Club, "Trees" arranged by Rausback

14. A play, "Saving Trees"

Scene: A Court in the Forest

Characters: Queen of the Forest, Prime Minister, Heralds, Ladies-in-Waiting, Wood Nymphs, Messengers from North, East, South, West

Note: This play was written and presented by a ninth grade science class

15. Demonstrations: How to tell the age of a tree, how wood is cut—quarter-sawed, etc.

16. Identification of trees and leaves by the school

17. Salutation to the Flag and singing of one verse of "Star Spangled Banner"

As a result of this program the home room teachers could stress the importance of a conservation program for our forests and of planting trees to take the places of the ones cut down each year for lumber.

#### ASSEMBLY PROGRAM ON IMMIGRATION

One of the units in the new social studies curriculum of the Wilmington Public Schools is on immigration. Recently when an eighth grade history class had completed this unit they prepared and presented the following assembly program:

#### SUGGESTED PROGRAM

1. Devotional Exercises, led by a pupil

2. Salute to the Flag, led by a Boy Scout

3. Prologue on Immigration

Episode I—Among the first to come to our shores

Chorus—Old English Hymn

Episode II—Swedes in Delaware

Chorus—Hail, Wilmington

Episode III—The Irish in America

Solo—A Little Bit of Heaven

Dance—Irish Jig

Chorus—Humming Irish Tune  
Orchestra Selection, Scotch Airs

Episode IV—Our Italian immi-

grants

Opening Chorus—"Funiculi, Funicula"

Accordian Solo—"Tarentelli"

Chorus—"Santa Lucia"

Episode V—Russia's Contribution to American Life

Russian Dance

Chorus—Russian Selection

Episode VI—Mardi Gras

A program of this type enables pupils to become better acquainted with their school which in turn tends to build school spirit and strengthen school morale. It also tends to develop a community feeling among the citizens of the school.

This type of program growing out of the work of the classroom motivates and supplements classroom work, and when pupils through assembly programs see desirable activities successfully executed by pupils, it tends to motivate them. It develops new interests and brings the pupils in contact with many varied activities and experiences.

#### SHAKESPEAREAN PROGRAMS

The following program was prepared by the teacher of dramatics and a senior English teacher of the Wilmington High School.

The birthday of William Shakespeare, the great English Dramatist, which the whole world will celebrate on April 23, gives the school an opportunity to bring a number of culminating activities that have grown out of the class room work, before the school in the form of an assembly program. Dr. E. K. Fretwell of Teachers College, Columbia University, the outstanding authority on extra-curricular activities, believes that "wherever possible extra-curricular activities should grow out of the curricular activities and return to enrich them." The following program demonstrates the practice of this theory.

#### SHAKESPEARE HOUR I

1. Overture, "Midsummer Night's Dream" by Mendelssohn, by the orchestra

2. "Shakespeare, the Man," by a pupil

3. "The Sixteenth Century Shakespearean Theatre" by a pupil

(a) Scene from Romeo and Juliet" as it was presented in Queen Elizabeth's Time, by a group of pupils

4. "The Twentieth Century Shakes-

pearean Theatre," by a pupil

- (a) Scene from "As You Like It" as It Is Presented in Our Modern Theatre, by a group of pupils

5. Solo, "Who is Sylvia" from "Two Gentlemen of Verona," by a pupil

6. Travelogue, by a group of pupils  
The travelogue should be in the form of an illustrated lecture. one pupil explains the scenes while another operates the projection. If slides are not available, post cards may be substituted. The following slides or cards of scenes are suggested:

Statford-on-Avon, the house where Shakespeare was born; Grammar School; Shakespeare's grave in Stratford Church; Ann Hathaway's Cottage; Memorial Theatre; Grand Canal, Venice, Rialto, casket scene from "the Merchant of Venice"; Meeting of the conspirators, death of Julius Caesar, from "Julius Caesar"; Hamlet and the actor, grave digging scene from "Hamlet"; witches scene, fight between Macduff and Macbeth from "Macbeth".

7. Dances:

- (a) The Morris Dance from "Henry VIII", by a group of pupils
- (b) Early English Minuet, by a group of pupils
- (c) Shepherd's Dance from "Henry VIII", by a group of pupils

(Music and explanation of dances may be found in "The Festival Book" by J. E. C. Lincoln, A. S. Barnes & Co., N. Y.)

8. A Victor Record Reading, "Brutus and Portia" from "Julius Caesar" by Sothorn and Marlowe
9. Famous Shakespearean Actors and Actresses
10. "Macbeth", a burlesque by a group of pupils

Character: Professor MacMath, instructor of mathematics, Lord

Pupilo; Lady Coed; The Two Noblemen, Cross and Dumox; The Three Witches; Professor MacShem, instructor of chemistry; Sir Truant Officer.

THE PLAY: Act I, Scene I, A dreary graveyard opposite school. Time: The zero hour. The three witches meet and plan to meet again after urging Lord Pupilo to lay MacMath low.

Scene II. Busy street corner. Dumox and Cross discuss Lord Pupilo and his bad luck in having MacMath for an instructor.

ACT II. Scene I. A corridor in high school. Lord Pupilo, who wishes for rest and peace from MacMath, is met by the three witches who persuade him That MacMath must be slain if he wishes to be on the Honor Roll.

Scene II. Hall in Lady Coed's Castle. Lord Pupilo takes his leave of Lady Coed to go home to do his home work for MacMath. Lady Coed suggests that MacMath be drowned in ink.

ACT III. Scene I, Main Hall entrance. Lord Pupilo laments the fact that he has drowned MacMath and that "Erasers brought from all the distant lands, won't take the fatal ink from my stained hands!"

Scene II. The school campus, better known as the front steps. Lady Coed talks with Lord Pupilo, commenting on MacMath's death and that Lord Pupilo should now be receiving all A's; but he protests he is worse off than ever because he now has MacChem. Lady Coed tells him to get rid of MacChem in the same way that he got rid of MacMath. This he promises to do.

ACT IV. A park near the school. A duel ensues between Lord Pupilo and Sir Truant Officer in which Lord Pupilo falls wounded and dies.

(This burlesque was written in verse and closely followed the form of Macbeth).

11. Chorus. "Where the Bee Sucks" from "The Tempest", by a group of pupils

12. Overture, "Merry Wives of Windsor" by Nicolai

## SHAKESPEAREAN PROGRAM II

1. Devotionals, led by a pupil
2. Salute to the Flag, led by a Scout
3. Life of Shakespeare, his heritage, schooling, love of the theatre, financial troubles of his parents, marriage, plays, ambitions.
4. Overture from "Midsummer Night's Dream", by the orchestra or an orthophonic recording
5. Great Speeches from Shakespeare

- (a) Antony's Address to the Romans at Caesar's Burial (*Julius Caesar, Act 3, Scene 2*)
- (b) Portia's speech "The Quality of Mercy" *Merchant of Venice, Act 4, Scene 2*)
- (c) Jacques' speech "The Seven Ages of Man" (*As You Like It, Act 2, Scene 7*)
6. Short Dramatizations from Shakespeare's plays

- (a) The Merchant of Venice, Act I, Scene 2. Belmont, a room in Portia's House; the conversation between Portia and Nerissa
- (b) As You Like It, the colloquy of Orlando and Rosalind, on unexpectedly meeting in the Forest of Arden.
- (c) The Merchant of Venice. It is an interesting experiment to have the pupils in an English class write the casket scenes into one scene to be given during an assembly period.
- (d) The Workingmen's Play from Midsummer Night's Dream. Although this play would be longer, it might be tried in the senior high.

## DELAWARE DAY PROGRAM

Most states have what is known as State Day. Many states have appropriate programs to celebrate and observe these days. The little State of Delaware is proud of her history and of the part that her citizens played in national affairs.

The following program was arranged under the direction of Mrs. E. W. Carver assisted by the social science teachers and by pupils.

The program was presented before the pupils of the Warner Junior High School in honor of Delaware Day. This program is submitted as an example of the type of assembly program that can be so successfully prepared in classroom work and then adapted for assembly programs.

## PROGRAM

1. Devotionals
2. Patriotic concert by the orchestra
3. Pageant, Epochs in the History of Delaware (*The story historically true*)

Scene I. Landing of the Swedes in Delaware. Peter Minuet and four Swedes purchase the land from the Indians for a copper kettle and a few trinkets. They are welcomed by a Dutch messenger who brings a welcome from the Governor and establishes friendly relations with the new colonists.

Scene II. Mary Vining's Home in Dover, facing the "Green". The characters were Mary Vining, General Anthony Wayne, Edward Herne, Marquis de Lafayette, Peggy Chew, Phoebe Vining, Caesar Rodney, Captain Andre, Dr. Charles Ridgely.

Episode I. The fame of Mary Vining's beauty was carried even to foreign countries so that when Jefferson visited the French Queen, Marie Antoinette, one of the first questions she asked him was whether Miss Vining of Delaware was really as lovely as she was said to be. In the first episode Mary Vining and one of her admirer's, Edward Herne, are conversing. Herne is trying to persuade Mary to marry him; but she says her heart is an unknown land that has not yet been conquered. She lays aside his display of emotion by pretending more important matters should be discussed. Lafayette appears bringing with him General Anthony Wayne who has heard so much of Mary Vining. Mary Vining and General Wayne then dance a minuet. Wayne speaks of the horror he has gone through so far during the war and Mary admits her feelings are on the side of the colonists. Her mother wishes for peace but



would not give up independence to have it. Wayne and Herne take their leave to go to Philadelphia to the congress in session there.

Episode II. Captain Andre brings word to Mary Vining that General Wayne was caught at Paoli. He, of course, was an officer in the British army, and expresses his hopes that Anthony Wayne was killed. He then leaves and Mrs. Vining voices her feelings about the situation in regard to the Colonists and the enemy; and how difficult it has been to adjust the old and new hatreds among friends. Mary insists she will remain on the side of the colonists. Peggy Chew tries to persuade Mary to go to Philadelphia to see the Regatta but Mary refuses, saying that her work among the colonists in Delaware was more important. Caesar Rodney, the president of Delaware, comes in to greet Mary and to find out whether or not her feelings were still with the Whigs.

Episode III. Anthony Wayne and Mary profess their love for each other and promise to be married the next week.

Episode IV. Edward Herne brings Mary news of Anthony Wayne's death.

The following musical selections were played and sung between Scenes II and III: The Lorelei from the German of Heinrich Heine, Shortin' Bread, and White Coral Bells.

Scene III. The Constitutional Convention in Philadelphia, May, 1787.

Characters: George Washington, Secretary, Delegates from Delaware (3), Virginia, New York, Georgia, Pennsylvania, Connecticut, South Carolina, Maryland, New Jersey, North Carolina, Massachusetts, New Hampshire.

Story: The meaning of the articles of Confederation by the colonies was discussed and then the forming of a new constitution and preamble. After the writing of the new governing laws each representative at the congress wrote his

name.

Scene IV. Delaware State Constitutional Convention at Dover, December 7, 1787.

Characters: A chairman and ten delegates from each of the three counties were present.

Story: The ratification of the constitution by Delaware, thereby making Delaware the first state in the union.

4. Presentation of the Delaware State Flag by the principal to the President of the Board of Control

5. Parade of the Colors by the Color Guard

6. Salute to the Flag

7. Song, "Star Spangled Banner" by the school.

8. Song, "Our Delaware" by the Glee Club and school

### CONCLUSION

The writer of this article believes that the great need in every school is a more careful evaluation of the results of assembly programs. Several weeks ago one of the sponsors of assembly programs was asked to give an evaluation of an assembly program which was being presented before one of the secondary schools. The occasion which brought about this program was the planting of a tree on the campus. The teacher thought it would be a good idea to have a program centered around the planting of the tree. Invitations had been issued to the public and special invitations which had been worded in the English classes were sent to members of the Board of Education. Appropriately decorated programs made in the art classes were distributed. The pupils thought the principal should be asked to say something as this was a special occasion.

The pupils were delighted by the fact that members of the Board of Education and the Superintendent of Schools were present, as well as were many parents.

The evaluation of this program as submitted by the teacher is as follows:

"This program grew out of both curricular and extra-curricular work of the school. The thing I liked particularly was the correlation of the curricular work utilized in preparing the program; classes in music, art, literature, English and handwriting—all contributed." (Continued on page 17.)

# Let's Start Speedball

HELEN M. BARTON

*Chairman of National Speedball Committee State Teachers College, Clarion, Pennsylvania*

THE DEFENSIVE halves drop back, the fulls advance and the five man formation spreads to meet the oncoming attack of the yellow forward line. A clever back pass by the outside forward, a neat kick-up and punt by her supporting half sends the ball well into the scoring area. Defensive white lines seem momentarily at a loss on this unexpected play, but hastily gather their wits and prepare for interception of a completed forward pass from the successful advance their opponent's made on that punt play.

"What game is that?" asked an observer who had been watching a group of girls at practice.

"That's a new game on me, too," adds another observer, "first time I have ever seen a game where a player can use both hands and feet to play the ball. There's the timer's whistle; Let's ask the coach what game this is."

The game which they have been watching in such an interested manner is speedball. Perhaps it is a new game in your vicinity. Perhaps you do not know that it has rapidly climbed to the front ranks of major sports for high school girls and women, and that it is being placed in up-to-date physical educational programs side by side with soccer hockey, and other old standbys.

Speedball is a comparatively recent game in origin. It was the outgrowth of intramural sports work for men at the University of Michigan where Mr. Elmer D. Mitchell was the director. In about 1923 it first began to gain the attention of women, and since that time Mr. Mitchell has been very generous in his assistance in making the sport as popular with the girls as it has been with the boys.

Many changes in this game have been made, and at many hands, but now it has established itself as a permanent member of the major sports group. Probably the reason for this was its success the last five years of barnstorming, and the realization of its splendid possibilities by the Women's Athletic

Section of the American Physical Education Association. Under this organization it has improved in its more stable environment, and the diverse rules have been culled and codified until it is now available in the library list of the Spalding's Athletic Library as No. 116 R—"Soccer and Speedball Guide for Women".

Any one who is planning to present the course consult the guide for detailed information on rules and technicalities. However, in order that you may have some idea of the game if you do not know it, here is a brief survey of the sport.

1. The playing space is 60x100 yards for a regulation field, but if your available area does not meet this figure do not let that prove a drawback. Excellent games can be played on a more confined territory, and for high school girls a smaller field than the above is strongly advocated.

2. On each team are eleven players named as in soccer or hockey, i. e. five forwards, three half-backs, two full-backs and a goal keeper.

3. Necessary equipment consists of goal posts which are of the football style with projecting uprights, a soccer or speedball which can be obtained at a cost of a few dollars, lime for field markings, and some kind of a marker for distributing the lime. This can be made in the manual arts department or purchased at a sporting goods house. Shin guards for players are advisable but not necessarily required.

4. Speedball contains the elements of basket ball, soccer, field ball, and some football techniques. It is of interest to beginners because there is usually some common game-form with which they are already acquainted, and the challenge to advanced players comes in the combination of these elements into new types of defensive and attack maneuvers. The range of individual and team combinations of ground and aerial work is almost inestimable.

The game begins with a center kick-off,

and scores are made by field goals, as in soccer play, with a ground ball, by penalty kicks, by completed forward passes, which brings in the football idea, and also by drop-kicks over the goal uprights, which is likewise taken from the latter game. A player, after the kick-off, for example, may dribble the ball towards the opponent's goal, convert it into a hand-played ball by a clever lift to a team mate who may advance it many yards down the field by a punt or drop kick to her forward line. Such would be a cross-section of a simple attack, and it rests with the defense to combine an individual and team countering of tricky ground passes or long kicks and throws.

Fouls are divided into personals and technical, as in basket ball, with which there is a great deal in common here. Violations likewise occur, which again bear a resemblance to this popular winter game. Out-of-bound rules are somewhat similar to soccer forms, and it is partially because of these elements in common that speedball is soon learned by players who have been familiar with these other games. Coaches who desire to use the new game of speedball should not be timid about the matter because they imagine that it involves too much mastery of new techniques, for such is not the case. Study of the rules, of course, would be prerequisite to good instruction, but of what sport is such a careful procedure not likewise true?

For those of you who may be interested in trying the game this spring here are a few points in regards to coaching beginners. There are certain skills which girls find are more readily accomplished than others, and in speedball, experience has indicated that the plays made by hand are least difficult. Therefore the best procedure is to start with the basketball type of technique. This involves long throws, passes of greater distance than is used in basketball court play, for out-of-door distances to be covered in speedball are far greater.

The "hook" pass has been found most feasible here. A simple method of developing this pass is to have two lines of players facing each other with an intervening distance of twenty-five feet between the lines for initial play. Allow the players to practice the pass, covering this distance using both the stationary zig-zag form of play and the line rota-

tion variety in which the players in each line rotate in a somewhat oval formation (space between remaining the same) and pass the ball across the neutral area to any rotating player in the other group who happens to be in a position to receive as the oval travels about a given point. As the players become efficient at this distance, then the space should be increased until it reaches the maximum distance for the weaker players. Attempt to widen the distance beyond this figure for mass instruction seems inadvisable for beginners, as a great deal of individual coaching and practice is necessary to bring favorable results. After players have begun to throw and catch the ball well, permit them to try the game of fieldball which is also found in the guide No.116R. This game uses the eleven player formation and introduces many situations which appear in elementary speedball.

When the conception of fieldball is fairly well established, it is time for the coach to begin her material on foot-form of playing the ball. This brings in the soccer idea in which the ball is propelled by the feet, blocked by the body without the use of hands, and played through the goal as a ground ball, which is one of the advantageous ways of scoring in speedball. Foot dribbling practice by individuals is necessary for successful technique, and likewise an opportunity to take part in body blocking plays, such as heading, knee traps, etc. Line formations for dribbling practice gives each person a good chance to test himself, especially when the area to which he must confine the ball is definitely marked. Such practice is made possible by using the area between the restraining lines when the field has been marked for a regulation speedball game. Later on, circle dribbling teaches more accurate ball control and is useful in evasion of the defense in field play in the game itself.

Instructors should not exact too great a degree of accuracy in the beginners in technique practice, for this will discourage them before they have even had a chance to play speedball and experience its thrill. When players begin to have a fair idea of how the ball should be controlled by hand and by foot, it is then time to initiate the combination forms and actually begin to use speedball procedures. Play may be started by the kick-off from the center with the

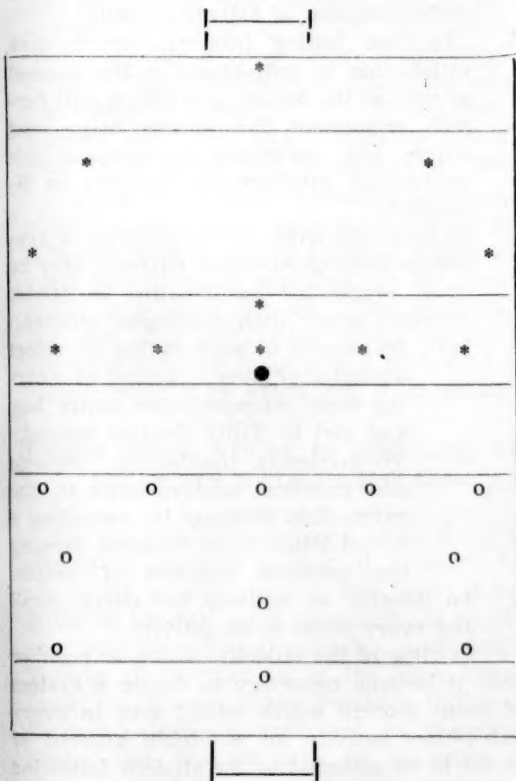


## SCHOOL ASSEMBLIES

(Continued from page 14.)

opponents catching the ball and playing it as an air ball down the field. Again the kick-off may be blocked and played as a ground ball toward the defensive goal. At this point team ingenuity will begin to manifest itself and the idea of interchanging these two plays for the sake of taking the opponent off guard will begin to be noted. This is of course, one of the most simple ways in which team acuity will begin to show itself. More complex forms will appear rapidly when the team and the individual grasp the idea that quick shifts from the ground to air or vice versa net scores by clever guard evasions.

As has been said, this brief space can only mention a few of the most outstanding points of the game and its technique of development. However, even with this abbreviated sketch, it is hoped that enough real interest in the game has been aroused to stimulate coaches and players who desire something new in the way of thrilling major sport to get the girls together, get a ball, get out on the field and start on SPEEDBALL.



This diagram shows the full markings and line-up of both teams for the kick-off.

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tributed. It 'returned to enrich' the curriculum with the ideas presented in the meaning of the ceremony, the literature presented, and the education of ideals and emotions. A concrete example might be given. The 8A grade gave a choral presentation of its tree poem. The next day a seventh grade literature class begged to be allowed to interpret one of its poems in that manner.

"The material was appropriate for the occasion. It was of interest to the children because it was presented by members of their group, and part of it, the poems, was of their own selection. The program was not strikingly original from the point of view of an adult, but it was planned by children who had no precedent of their own to follow, and so, for them, it was original. The material had sufficient variety to hold the interest of the entire audience.

"The presentation was attractive because the assembly was held on one of the nicest parts of the school grounds. The speeches of the children were fresh and sincere. I think there was education in the integration of knowledge, ideas, and attitudes. It did motivate and supplement and correlate school work. To a great degree it widened and deepened pupil interest in the citizenship club as well as in a tree planting project.

"I think that the music and poetry added to the development of their aesthetic sense, and the talk of Arbor Day and the remarks of the principal concerning the value of such an activity did something to deepen the children's desirable ideals and virtues. Self-expression was developed by allowing the pupils to participate in planning the program, by having them plan their own talks, and by inviting the various grades to interpret to the audience poems of their own selection.

"As a direct outgrowth of the program, pupils seemed to be extremely enthusiastic about the planting of trees and above all was the benefit derived from the interest shown by the community."

The writer believes that if each teacher in charge of assemblies would make such an evaluation as given, the ideals and purposes of the assembly would be achieved and then the school could say in truth, "we believe that our assembly programs are well justified and that they compose a very important part of the school.

# A Program of Extra-Class Activities

H. B. ALLEN

*Vice Principal of Tully Central School, Tully, New York*

IN VIEW of the importance of an extra-class program none of its phases may be set up carelessly. Its motives must be clear-cut and distinct, and the students for whom the program is intended should have a part in its making.

For about two years a fairly broad program of clubs and activities was in operation in the Tully (N. Y.) Central School. It was entirely set up by the faculty and participation was optional. Under this set-up there was considerable enthusiasm although that feeling was a long way from being unanimous.

It has been a tradition in this school that each year the student body shall elect by ballot the boy and girl of the Senior class who is the *most representative*. This could easily mean that the most popular athlete was definitely assured of this honor on graduation night. He might be a really inferior individual but one capable of arousing temporary admiration in the minds of the student voters. If there were only some system of recording for permanent records the activities engaged in by every pupil, giving each some definite amount of credit, and if the program did meet those objectives which have been set up as being inherent in such a program; it would seem that those individuals scoring the highest would best meet our ideals. If the selection were made in this way, then, surely, it would be on the basis of performance and not upon temporary popularity. At any rate, this system was put into effect this past year and the names of the three high scoring boys and girls were submitted to the student body for vote.

This past year the activities system underwent a slight revamping, with student council members and faculty breaking up into committees to formulate a set of objectives for the program and to set up a point system for the purpose above mentioned. It was hoped also to motivate and stimulate the program over and above the ordinary one and to get a larger percentage of voluntary participation.

Here are the Objectives of the Extra-

Class Activities Program in Tully Central School as set up and agreed upon by a student-faculty committee and accepted by the student body:

1. To supplement the regular approved courses of studies, thus giving opportunity for exploration in those fields to which students naturally incline by interest, but which are not offered in the regular curriculum.
2. To develop such valuable characteristics as: poise; a pleasing and effective personality; self-assurance; responsibility to tasks assigned, to the school, to fellow classmates and to teachers; willing participation; and ability to work under direction, individually or in groups.
3. To give an opportunity to students for self-expression of talents or skills.
4. To find lasting interests which give satisfaction to individuals in the present as well as the future, and which will furnish enjoyment for leisure hours and which will contribute to personal advancement, intellectually, socially or financially.
5. To establish from such a program a system or basis upon which students may be rated yearly for participation in school activities other than curricular studies.
  - (a) By means of such rating to select annually or over a period of years the most representative senior boy and girl in Tully Central School.
  - (b) To recognize intellectual, athletic and practical achievements in the extra-class program by awarding a school letter to all students earning the required number of points.
6. To develop an activity for every pupil and every pupil in an activity.

In view of the objective listed as number five, it became necessary to devise a system of point scoring which would give to every extra-class activity an equitable amount of credit to be assigned to the student following satisfactory participation. Here again the student-faculty committee worked out a form which listed all the activities in a convenient

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way for keeping a cumulative record of credits earned.

This form was printed on cards, one for each student, and filed away. Applications for credit earnings were made through the home room secretary on a special blank which showed the name of the individual claiming credit, activity for which credit was being claimed, the date, the amount of credit and the signature of the faculty sponsor if the claim was valid. The home room secretary attended to having these claims properly signed and then handed them over to the faculty administrator to record. At the close of one semester's use of this form the student members of the committee which put this form together have suggested that some additions be made to the form to include character ratings and scholarship ratings when selecting the most representative senior. This seems to be such a fine suggestion coming from the students themselves that it will be incorporated into the form this coming year. Under the head of Scholarship one credit will be allowed each marking period for an average of ninety or better, and one-half credit for an average from eighty-five to ninety. Under the head of Character, where the rating is *excellent*, five credits will be allowed per term; and where the rating is *good*, three credits will be allowed per term.

Under this newly motivated program of activities we have a high percentage of participation and a greatly enriched school program which would probably not be possible under any other set-up. The program is operated after the regular school session for approximately an hour and a half with the busses making an extra trip if necessary.

#### **RULES WERE RULES IN 1902 AND THE STUDENTS WALKED THE LINE**

Do you have rose-colored spots, from the size of a pin-head to that of three or four pin-heads on your face, a low fever, a light grade of catarrh, with sneezing? If so, then you have the German measles, according to Volume II, Number 10, of the State Normal (now the Kansas State Teachers College of Emporia) Bulletin published in November, 1902. The Bulletin goes on to relate the various symptoms of contagious diseases to which college students might be susceptible, including mumps, scarlet fever, small-pox,

chicken-pox, diphtheria, and whooping cough.

Further examination of the thirty-three year old publication reveals the fact that students were to keep to the right when passing from one class to another, and were to refrain from all conversation throughout the entire route. During vacant hours pupils were to remain in rooms designated for them, and loitering or loud talking in the halls or cloak room was strictly forbidden.

"Of course," continues the list of rules and regulations, "No student will visit questionable places of amusement or engage in betting or in games of chance where money or other valuables are stakes."

Bicycle riders were urged to note the ordinances of the city of Emporia forbidding riding at a high rate of speed. "It would be a shame if any Teachers College student should be arrested for riding a bicycle at a rate of speed exceeding the lawful limit!" continued the publication. Bicyclists were to remember to ring the bell loudly on the approach of teams or crossings where they might encounter pedestrians, and a lighted lamp was a necessity after sundown.

"It is the sense of the faculty," reads rule 25, "that there is no excuse for students keeping firearms in their rooms or using them while in school, and that we shall hold them responsible in case firearms are found in their possession." In other words, gentlemen please check their weapons at the door!

House rule number 5 required all students to test the drinking water before contracting for a room, and a walk of eight or ten blocks to school was considered conducive to good health.

According to the house rules, there was no excuse for boys leaving their rooms dirty or cluttered with clothes and books. "If they have not learned how to care for a room before coming to college, it is time they should learn," says the Bulletin.

The contents of the Bulletin included practically everything from the lesson plan for the sixth grade in art to the list of members of the graduating classes of the school. Included with this latter were the mottoes of the classes. Latin was quite popular with the students of those days, consequently few present day collegians can interpret the lofty sentiments. A few classes condescended to write theirs in English, however, and "Light, More Light" seemed to be a favorite in 1898. Incidentally, this motto must have been the



original inspiration which produced the floods of light after 8 p. m. in this our campus.

Pictures of the huskies who represented dear old Kansas State Normal on the gridiron and the baseball diamond enliven the pages of the Bulletin, as well as pictures of the various artistic decorations which were to uplift the culture and refinement of the students.

A truly interesting and instructive publication was the Bulletin in 1902, but Emporia Teachers College students will never again experience such an opportunity as was placed before them then. Those were the days when the students were aware of how the administration conducted its affairs, and the administration recognized the fact.—Teachers College Bulletin.

## Control of Student Finances

E. A. FRIER, JR.

*Supervising Principal of King Ferry Central School, King Ferry, New York*

**N**O BUSINESS can be managed properly without safe financial control and adequate accounting records. Yet few schools have adopted satisfactory systems for handling activity funds.

Until the year 1930, King Ferry Central School (*King Ferry, N. Y.*) was no exception to the rule that schools devote little time to control of student finances. However, in that year the local bank failed and we found three or four accounts in the bank which no one knew anything about. We were suddenly awakened to the fact that something must be done to take better care of money being handled by the student activities in our school. It seemed, with the changing of treasurers and faculty advisers, accounts were often mismanaged.

In our school we raise around \$2,000 a year, mainly through promoting of plays, dances, card parties, and athletic contests. This money is used to finance extra-class activities. This is a sizeable amount of money and makes our school a business institution as well as an educational institution. The need for placing our financial activities on a business basis was obvious.

At one of our student council meetings the principal explained the need of a central control system of student finances. It was decided that the student council should, with the aid of the business teacher, plan a safe and workable system which should be under the supervision of the student council. The following plan was put into effect.

An association has as its members the treasurer of the student council (*who is*

*elected by the vote of the entire junior and senior high school student body*). The nominees for this position are required to have a good general record and must be approved by the principal. The position pays a salary of \$12.50 per year payable at the rate of \$1.25 per month for ten months and only after each monthly report has been audited and approved. The treasurer's salary is raised by taxation levied on each organization according to the amount of banking done during the year by that organization. The faculty adviser is the business teacher. The association is called the "King Ferry Central School Student Association."

All moneys received by student activity organizations are deposited by their treasurers in the central banking fund which in turn deposits all money received in a checking account in a city bank. A receipt is issued to the treasurer of the organization making the deposit and their account is credited with the amount on the book of the central fund.

All bills are paid by the treasurer of the central fund. When an organization orders a bill paid, their treasurer presents to the central treasurer the bill with an order signed by him and by the faculty adviser of that organization. The central treasurer then writes the check, which must be signed by both the treasurer and faculty adviser of the central fund. The amount of the check, is of course, charged against that organization's account.

Materials used are:

1. Loose-leaf double-column journal

The number of columns needed is de-

terminated by the number of student activities in the school. In our school we have fourteen active student organizations and we use a fifteen double-column journal.

2. Receipt Book
3. Order Blanks

These are made on the stencil duplicating machine. Each treasurer may obtain a supply when needed from the central treasurer.

At the end of each month the treasurer of the central fund closes the book and checks the balances of accounts with the treasurers of all organizations. If there is any discrepancy in any of the accounts it is corrected immediately.

At the close of each school year, the books of the central fund are audited by a committee appointed by the student council. The members of this committee can not be members of the student council, and one member is from the faculty. The committee is comprised of five members. The complete audit report is then presented to the principal who in turn places a copy in the hands of the board of education.

In our school, the central treasurer spends about ten minutes a day receiving and recording deposits. Bills are paid the first of each month. They are on file until this time. This means one or two hours work by the central treasurer on one of the first days of the month.

The business teacher keeps careful check on the work the central treasurer is doing and audits the books at the close of each month.

All treasurers and faculty advisors know what their organization account is at all times and they may go to the treasurer of the student council at any time to check accounts.

This system also teaches the treasurers to become good bookkeepers because each one must keep his book up to date.

The system controls student funds in such a way that it practically eliminates the misuse of student funds; it is a real safeguard against misappropriation and loss as well as protection for students and others who are handling these funds.

The surest way to defeat learning is to place it in charge of those whose own education has stopped.—Everett Dean Martin.

April, 1936

## CHANGES IN FOOTBALL RULES

Ray Hanson

*Director of Physical Education and Athletics,  
State Teachers College, Macomb, Illinois*

Nine changes have been made in the high school football rules, which apply in fourteen states, and announced in Chicago by the rules committee of the National Federation of High School Athletic Associations. The rules are as follows:

1. The penalty for communicating instructions upon entering play was abolished.
2. If there is a foul by the team not in possession of the ball on the last play in either half, the down will be replayed, unless the penalty is declined.
3. The referee must notify the captain and coach of the team when the team has called its third and final legal time out.
4. Jumping with both feet or knees foremost was ruled unnecessary roughness. This eliminated the section on hurdling.
5. The ball will remain dead when it is snapped to the wrong player.
6. Tackling a runner out of bounds will be considered unnecessary roughness, with such ruling made mandatory upon the referee. Responsibility for knowing that the runner is out of bounds is placed upon the tackler.
7. The rule relative to unnecessary roughness in connection with neck and head tackles will be strengthened. The editorial committee of the rules committee will word this rule to specifically prohibit twisting and to convey the feeling of the rules committee.
8. The intermission between quarters were lengthened to two minutes, and between halves to fifteen minutes.
9. A safety zone of five yards along the sidelines is to be established. Benches, water buckets, and rigid markers are prohibited within this zone, except where the physical character of existing fields make this impossible.

Probably the most outstanding rule as far as intelligent rule making is concerned is No.

one; The penalty for communicating instruction for a substitute upon entering play was removed entirely. Substitutes may communicate with other players immediately after reporting of the referee instead of after the first play as hitherto. This rule has been a part of the Code since football was organized, and it is about time that something was done about it. It seems ridiculous that a player reporting on the field must keep absolutely quiet until after the first play has occurred. The rules committee is to be congratulated upon this change, and no doubt it will be put into the National Collegiate rules meeting in New York in the next few days.

Another rule that is going to be adopted,

no doubt before next September in both high school and college football, is to use three officials instead of four; to establish a time-keeper and scorer on the sidelines instead of insisting on the umpire or field judge taking care of these little details. It will be done along the same lines as basketball scoring and timing is done today. There will be a score keeper, who will check the substitutions into a regular score book, and a time-keeper, whose chief duty is simply to keep time and nothing else. This is another step in the right direction, and is another rule that has been in the Code since football was first organized.

## An Extra-Curriculum Tournament

CARL A. JAMES

*Superintendent of Rosalia Public Schools, Rosalia, Kansas*

**O**FTEN THE hue and cry is sounded by both teachers and school patrons that athletics receive too much emphasis. And very nearly as often as this spasmodic shouting is heard, the promised reforms and the inspired embryonic programs to counteract this evil die with the fading away of the furore of the investigation.

It has been during the past few years that school administrators have realized a definite need of an activity program during the leisure time of the school day. The leisure time of the school day consists, for the high school, of the time in the morning before school starts, at noon, and immediately after school. For the grade schools, the recess must be added. An increasing number of teachers each year are providing a more extensive program of extra-curricular work for the leisure time of the school day. Too often in the past, however, this time has been used as additional practice periods for the athletic teams.

The following plan, while not purported to be the solution of the often discussed problem of over-emphasis of athletics in the extra-curriculum program, does serve as a point of departure and a step, it is believed, in the right direction.

In the study of the extra-curricular ac-

tivities carried on in 404 third class city high schools in Kansas, it was found that 141 or approximately 35 per cent (34.9) utilized the leisure time with non-athletic games of which ping-pong headed the list. Other games of this group listed in order of frequency of mention were checkers, indoor horse-shoes, dominoes, paddle-tennis, quai-tennis, shuffle-board, carrom, and a large miscellaneous group. It is found that by the use of these and similar games during the leisure time of the school day a school's disciplinary situation greatly improves.

An inter-school tournament in a few of these games serves a two-fold purpose for a the first place, an incentive is provided for a number of local elimination contests to determine the representative of each school. This will keep the interest of the students at a high level during several months of the school term. Also a tournament of this nature would provide a fine evening of entertainment for the school patrons of that community. It has been found by actual test that a community, if it has received the right kind of pre-tournament publicity, is as enthused as it would be over an athletic tournament. Furthermore, a tournament of this nature interests a group of people not always touched by athletic contests. Many of those



witnessing the tournament will engage in a friendly game and by so doing spend a pleasant evening, not only in witnessing the inter-school competition, but by taking part in the festivities themselves.

A plan which has proved its worth by actual test calls for the games of ping-pong, checkers, indoor horse-shoes, and dominoes. These are well suited for grades four, five and six, while the first three grades can creditably play the games of checkers and dominoes. Of course, it makes a better tournament to have the contestants divided by sex as well as grade level. In high school it is well to group grades eleven and twelve together and nine and ten together. In the grades the combination of seventh and eighth, followed by the fourth, fifth, and sixth and concluded with a last group consisting of the first three grades has been found to work very nicely. Eight schools make an ideal tournament group and will provide ample competition for an evening. If more than this number take part the tournament is likely to become too lengthy an affair. One boy and one girl for each activity from each grade level in a four activity tournament will provide contestants for an excellent number of games.

Added interest may be aroused by giving first place ribbons to the winners of each division. A team trophy can be determined by granting points of 5-3-2-1 for the first four places in each division of each activity.

A tournament of this nature has to be very carefully planned. Proper publicity is the initial step which must be followed by a careful selection of the adults which are to act as judges in each of the activity tournament rooms. The equipment needed calls for a nominal expenditure of money. Much of the equipment may be borrowed from school patrons of the local community if those in charge of the tournament feel that the capital outlay for the necessary equipment is too great.

The many benefits derived from a tournament such as briefly outlined in the preceding paragraphs are of a lasting and worth-while nature. By having a number of the adults in the local community act as judges, those men and women feel that they have a vital part to perform in making the tournament a success. And furthermore, as was previously mentioned, often a group of school patrons are touched who often are not reached by athletics alone. Another reason

for the interest of the school patrons in a tournament of this nature is that they feel that they understand games such as dominoes, checkers, and similar games. While on the other hand, in regard to athletic contests, many school patrons and especially the older ones, do not always understand the fine points and intricate rules involved.

An extra-curriculum tournament, if properly supervised, will not only be a fitting climax to the pupils taking part in the leisure-time games during the school year but will serve well as an excellent coordinating activity between the school and the community.

### A NEWSPAPER IN THE SMALL HIGH SCHOOL

Jesse M. Richardson

*Principal of Kennedy High School, Kennedy, Alabama*

A majority of the high schools in the United States have an enrollment of less than one hundred and fifty pupils. For the most part, these schools are located either in the open country or in small towns. Therefore, the average small high school, because of its size or location, is denied the privilege of either a school or community newspaper. Until two years ago Kennedy (Alabama) High School was one of this group.

Under the sponsorship of the English department a newspaper is published by the Kennedy High School. It is established with two definite objectives:

First, the paper is used as a means to better the relations between the school and the homes. With more than fifty per cent of the pupils transported, the problem of keeping in contact with parents is a difficult one.

Second, the staff is so organized that it helps in utilizing the special abilities of several types of pupils. The academic type of pupils actually write the content of the paper. Those of the business type take care of the finances. They solicit ads and subscriptions, buy materials, and look after the distribution of the papers. Pupils with mechanical ability are used to operate the stapling and duplicating machines.

At the present time the paper is issued monthly. A mimeograph machine is used for the printing. The paper contains from

(Continued on page 32.)

# School and Merchants Day

DONALD V. SMART

*Head of Science Department of Collinsville, High School, Collinsville, Alabama*

ON SAND MOUNTAIN, where some of Carl Carmer's "Stars Fell on Alabama," there is a small town where only a few years ago the people were antagonistic towards extra-curricular activities in their school. They believed that the "good old 3-R school" was built upon the chief principle of education. Today you would not dare to accuse them of such a belief.

Much of the change came six years ago, when an enterprising school principal, T. F. Burnside, went to this town. After months of careful planning he launched the first "School's and Town's Homecoming Day." The event was a success, as it has been every year since.

Two years ago this same principal, Mr. T. F. Burnside, came to head the school system of Collinsville, Alabama. It was here that I became acquainted with this plan of a paying school activity. I will begin my description of the activity as carried out here, but the planning and performing of it would be essentially the same wherever held.

The primary purposes of "The School and Merchants Day" as it is now called in Collinsville are:

1. To train the children in certain activities (enumerated and discussed later).
2. To get the parents and the children together at the school for a day of fun.
3. To promote the school spirit in the Alumni Association.
4. To promote a friendly cooperation between organizations of the town and the school.
5. To make a busy day for the merchants of the town.

The preparation for a "School and Merchants Day" must begin several weeks before the day arrives. There must be worked out a program of activities for the day. Teachers with student helpers must be selected and appointed to take charge of various activities, duties, and concessions. If any out of town attraction is to be a part of the program, it

must be booked. The tickets must be printed and a means of selling them devised. The football, basketball, or baseball game, as the case may be, which annually draws the largest crowd should be scheduled for this day. The president of the Alumni Association must be notified of the date of the big day.

The officers of the Alumni Association are merely notified as to the date of the celebration. They get cards out to all members, which of course helps to advertise the event. The alumni respond whole-heartedly.

The principal himself, with his office help and certain students, take charge of planning the program, advertising, and securing prizes.

The program in brief is much as follows:

7:30 P. M. one day	.....Alumni banquet
11:00A. M. following day	Free program
12:00 Noon	.....Barbecue dinner
2:00 P. M.	.....Game
5:00 P. M.	.....Carnival (by school)
8:15 P. M.	.....Play
10:15 P. M.	.....Drawing of prizes

In addition to this, prominent men of the county and state are invited, and speeches are sometimes a part of the program. The advertising is done by a series of articles in all the papers of the county and climaxed by a special School and Merchant's Day edition of the local paper. The securing of prizes has never been difficult but takes work. The local merchants are glad to advertise by giving merchandise. The local merchants also furnish a list of the wholesale houses with whom they deal and ask that the principal write these wholesalers and give them a chance to give prizes. They usually do. Many prizes last year came from firms as distant as Chicago.

One or two teachers have been appointed to plan and give a one hour program beginning at 11 o'clock. The music teacher can help a great deal here. Such school activities as rhythm bands, orchestras, glee clubs, etc., may demonstrate, and will usually draw a good crowd.

The teacher and boys of the Vocational Agriculture department have a big task, for

they take charge of digging the barbecue pit, securing the meat and barbecuing it. In addition to this they build such things as hot dog stands and fish ponds.

The teacher and girls of the Home Economics department have an equally big task, for they are taking charge of preparing Brunswick stew, potato salad, string beans, cranberry sauce, and coffee to accompany the barbecue on hundreds of plates. The plates are served in the Home Economics department. After being served the people eat at tables placed under trees about the grounds. Paper plates and cups are used.

Before the Big Day arrives one teacher with several alert students has canvassed the town and surrounding territory in an effort to sell barbecue tickets. These are the only tickets that hold chances for the prizes which annually run about 125 in number and \$300 in value. As the people enter the lunch room they drop these tickets into a large box. As the last attraction of the day they are drawn from the box to determine the prize winners.

I add here that some few people may object to the idea of prizes unless they fully understand the situation. There is no element of chance whatsoever. The barbecue tickets are sold for the price, say 50c, which is very reasonable for the dinner served. The prizes are merely gifts of advertising firms and business houses, who use this method to determine the persons to receive the samples.

With the dinner over, all interest is turned to the game. The home team plays its outstanding game on this day, the game in which the town and patrons are most interested. All businesses in town close so that everybody can see the game.

The spirit of the day is well exemplified in one incident of last year. An old farmer from on the mountain came to see his first football game and watch his son play. He did his share of "rooting" too, and after the game he was seen riding the merry-go-round.

Following the game the school can demonstrate student skills and abilities quite different from those demonstrated on the athletic field. A carnival show consisting of several side shows worked up by students with teacher aid has proved very successful here. Minstrel shows are usually successful. If held in the spring a May-pole dance will interest some. A small admission of 5c or 10c

on these concessions will usually net considerable.

The merchants of the town have aided greatly in making this day a success. In addition to giving prizes they have offered many attractive bargains. During the morning while the school is doing its work on a shortened schedule the town is a busy place. Later the activities shift to the school, and all merchants suspend business during the game.

Here is what some of the town people think of School and Merchant's Day. The following comments appeared with many similar ones in the local paper:

"We had a wonderful day. It was an undertaking successful from every angle. Everybody had a good time and business was fine. It was a red letter day for Collinsville." —Will J. Jackson, Mayor.

"Here at Hall's store we are all enthusiastic about the success of School and Merchant's Day. Mr. Burnside and his able assistants are to be highly congratulated." —Irby C. Hall.

I believe that a School and Merchant's Day could be conducted successfully in most any town of 500 to 2,000 population. At any rate after a period of six years almost every school in DeKalb County has its Homecoming or School and Town day similar to the one described.

If the people are school minded the matter is easy. If not, they can be gradually made so by a program. Of course local modifications will be necessary. For example we chose a date late in October because, first the farmers have their cotton picked and are ready for a day of fun; second the football season is in full swing; and third, the weather here is generally fair at that time of year.

Truly the School and Merchant's Day pays in many ways. Pupils are trained in various activities. The school, patrons and town are brought closer together. The school profits to some extent financially. The following is a financial report of the 1935 School and Merchant's Day at the 575 pupil Collinsville school.

Total receipts .....	\$629.28
Total expenses .....	196.39
Total profit .....	\$432.89



# Why Not Student Visitation?

ROY HELMS

*Principal of Amelia High School, Amelia, Virginia*

WE HAVE talked about professional growth on the part of the teacher through visiting other teachers at work. Have we seriously considered general school improvement through pupil visitation?

We take our athletic teams to play on other athletic grounds. Why not let our pupils see what is on the inside of those other schools?

It took only one visit with his pupils for the writer to see the worthwhileness of this venture.

We started out shortly before nine o'clock one morning. The principal and five of his high school pupils were making the trip. Four of these were seniors, or conditional seniors, and one was an eighth grade pupil. There were two boys and three girls.

But this trip was not being made without some preparation. The suggestion had been made a long time before and it had been talked about continually for several weeks. The pupils liked the idea from the beginning, but as the visiting time approached they became more and more enthusiastic.

A list of about seventy-five questions and suggestions was developed for each pupil for study and consideration. These were the things to be looked for on the trip and to be compared with what we have in our own school.

Of course this list was for study and not to be used while actually making the visit. The pupils had a good laugh on one boy who ran out of questions while being shown around and dropped behind to get another look at his paper while the others were going around a corner.

Three high schools were visited in one day. The arrangement allowed us about two hours in each school.

On approaching a school we went directly to the principal's office and asked for a committee of pupils to show us around. We met with the greatest courtesy at all the schools, and they seemed to welcome the idea of exchanging visits.

The pupils were taken through the li-

braries, the laboratory rooms, the lunch rooms, special departments, and many of the classrooms. They observed the school grounds, the attitude of the pupils in general and made comparison with their own school.

When we finally arrived home the pupils welcomed the sight of their own school and had a happy time naming the many advantages which they enjoy at home.

The next morning these five pupils were asked to make a report to the assembled student body on what they had seen and heard. Without any suggestion from the principal these pupils had divided up their trip so that each one told of only a special part. They made splendid reports and gave the student body many ideas found in other schools.

We immediately began to see results of this visit. The pupils started a campaign to clean the school grounds. A general clean-up day was declared, and all the windows in the building were washed. Students are more thoughtful about traffic in the halls. A new student organization has been formed. The pupils are taking more interest in their Junior League organization.

Then, too, there is the comparison which these pupils have carried home. They cause the school patrons to think more of their school and be more willing to support its program.

There should be more visits by the pupils. Our high school pupils are more observant than we generally give them credit for being.

Some of the questions which these young people studied in preparation for this visit were:

1. How much playground space do the schools have? Is good use being made of it?
2. Are the grounds kept neat and clean?
3. Can you discern anything special about the attitude of the students?
4. What kind of organizations does the school have?
5. How does the school handle athletics? How is athletic equipment paid for?

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6. At what time does school begin and close?
7. Do the schools have buses? How are they handled? Outside or student drivers?
8. What is the enrollment of the entire school? High school? Grammar grades?
9. What time are teachers required to be on duty?
10. How many classes does each teacher have?
11. What is the teaching load?
12. What arrangements are made for lunches? What is the cost of the lunches?
13. How long are the recess periods? What kind of physical education program is carried out?
14. How does the laboratory equipment compare with ours?
15. How well are the home economics and agriculture departments equipped?
16. Do they print a school paper? How is it managed?
17. Do they publish an annual? How is this handled?
18. Do they have a music department? Its peculiarities?
19. How many members in the graduating class? Do they use robes?
20. What kind of commencement program is used?
21. Do the teachers leave the school for lunch?
22. What is the enrollment per teacher?
23. What kind of grading system is used?
24. Is the report card similar to ours?
25. How often are report cards sent out?
26. Do they have a P. T. A.? What does this organization promote chiefly?
27. What is the length of teacher service?
28. Does the school offer the teachers an incentive for better teaching, such as better salaries and payment toward summer schools?
29. What is the length of the class period?

These are not all the questions and suggestions carried by these visiting pupils, but they indicate the general trend. Questions can easily be made out so that any special thing which the principal wants to emphasize will receive the attention of the pupils.

Perhaps if we spent more time in taking our best pupils to other schools to get an insight into real school organization and less time with our athletes in competition, we would have better cooperation between the

schools and greater community support at home.

Teachers may not have the time and opportunity to visit other schools at work, but here is an idea that may mean as much as teacher visitation.

#### THE SEVENTH WORLD CONFERENCE

As a result of a recent visit of the Executive Secretary of the Progressive Education Association to the Headquarters of the New Education Fellowship in London, more news of the Seventh World Conference was gathered. The theme of the conference, "Education and a Free Society," has been divided into three major parts: (a) those aspects centering about the development of the individual; (b) those aspects centering about the relation of the individual to others; and (c) those aspects which naturally fall under the categories of political and economic relationships. Within each of these three divisions, major lecture will be given. They will be followed by symposia of authorities and these, in turn, will be followed by small group discussions. In all presentations and discussions, the significance of the educational problem and the implications for educators and for educational practices will be defined.

Among those European leaders who are taking part in major meetings are: Professor Sir Percy Nunn, University of London; Professor Pierre Bovet, University of Geneva; Mr. Frederick Clarke, Institute of Education, England; Professor Jean Piaget, Bureau International d'Education, Geneva.

It is expected that two hundred leaders in American education will be in attendance at the Conference.—Progressive Education.

"Integration" represents a great current educational movement. An entirely new slant is suggested by Dr. V. V. Anderson in "Integrating Psychiatry with Education," in *Educational Method* for February. Also, the "Integrated Education at the Lincoln School" number of *Teachers College Record*, (February) will show the considerable number and varieties of guidance and subject integrations at this progressive school.

The educational log has grown to such proportions in America that one beholds Mark Hopkins and the boy as mere specks on either end.—Burton P. Fowler.

# How We Do It

C. E. Erickson, Department Editor

We have a cooperative job that needs to be done. For years, educational workers have rebelled against the wide gulf that exists between theory and practice. "New fangled" ideas sounded excellent but they didn't seem to work at home. The theorists were charged with being impractical, the teachers as incapable. During recent years a few teacher training institutions have made feeble attempts to bridge this gap between theory and practice.

The *School Activities Magazine* is taking a significant step in attempting to *discover and print theory that is practice*. This new department will concern itself with activities which schools are actually doing. These activities may or may not be significant to all schools but they are certainly significant to the school which has undertaken them. Each month we hope to present descriptions of activities which may be suggestive and helpful to other schools. It is our hope that these suggestions may be practical and yet based on modern theory, definite, and yet not too technical.

By combining our efforts all of us can more quickly advance the cause of student activities. The articles included this month indicate in a general way the wide appeal and excellent possibilities of this department. Will you add your own support by sending in descriptions of activities which your school is attempting? Let's make this department a cooperative enterprise. It's success is contingent upon interest and support of you people who are out in the "field".

## MAJOR BOWES, INCOGNITO

A drastic change in the type of general assembly program has been brought about at the LaSalle-Peru Township High School. An entirely new assembly program committee composed of three faculty members and three members of the student council were appointed. This committee met after receiving only one suggestion from the administration which was; utilize and encourage student participation.

In initiating this new enterprise we first

went about securing the cooperation of the home room chairmen, thirty-seven in all. This group met with the assembly program committee and the result was that an amateur talent program was to be sponsored. These chairmen went back to their respective home rooms and started things to hum. It was all the talk for weeks. More enthusiasm was brought about through the cooperation of the art department which was responsible for making and placing of posters in conspicuous places about the school buildings. Posters with such sayings as these were changed daily; "Can you sing, dance, play an instrument, or mimic something or someone? Can you face an audience of 1400? Can you get a contract from Major Kaduh? (*Kaduh was the student councils president's name spelled backwards.*) Show us the will to do and we'll show you how." After a week of this the students were allowed to place the names of students with talent in a box. This was done during the home room period. The response was better than expected. The next thing we did was to tabulate the results and those with the most votes were partialled out to members of the committee to contact. Some of course refused but a try out time was set and about twenty-five students were given auditions. The only audience was the six committee members who sat in various places in the auditorium. Each candidate was voted on using letters of the alphabet for rating them. About ten of the best were picked out and in order not to hurt any ones feelings a series of programs were worked out utilizing nearly every one who tried out.

The talent consisted of cow-boy yodelers, crooners, tap-dancers, harmonica band, ballet dancers, original playlets and a German band.

The program was carried on in much the same way as Major Bowes', but Major Kaduh's program was supposed to be ten years ahead of time, television being in vogue. A public address system was installed for the occasion, and everything went off with clock-like precision.

If the present student interest is any in-



dication of future possibilities it begins to appear as though we are approaching what seemed almost impossible at first.

Submitted by—

Ray S. Lindenmeyer, teacher,  
*LaSalle-Peru Township High School, LaSalle, Illinois.*

#### CIVIL FINGER PRINTING OF THE STUDENT BODY

PLACE: Gymnasium, *Leyden Community High School, Franklin Park, Illinois.*

TIME: Lunch periods, any day, January 10-February 7, 1936.

CHARACTERS: Special student council committees on finger printing, headed by council president, Joseph Stites; most of the student body in small, constantly changing groups.

SCENE: In one corner of the large lunch room stands a table on which are two typewriters, a stack of cards, a milk bottle partially filled with printer's ink, two inking plates, a roller, a pie pan containing naptha, and a stack of paper towels.

This setting represents an interesting and popular project sponsored by our student council during the current year. Authorization for the project came in the following manner. Mr. J. Edgar Hoover has for several years advocated finger printing of civilians for non-criminal identification purposes, such as: (1) victims of death by mutilation; (2) victims of amnesia; (3) persons seeking to establish absolute identity in case of inheritance. These are only a few of the obvious advantages.

Such a program seemed to offer a great opportunity for a genuine and practical student government activity. It could be administered almost entirely by students, and it was novel enough to attract the favorable attention of the entire student body.

Consequently the question was brought up by each representative in his home room. When the plan met general approval, the council passed a resolution (No. 2), giving authority to conduct this program, which was signed by the principal, Mr. George V. Deal. A committee of four was appointed to carry out the project. The cards and a book of instructions were forwarded from Washington (*Department of Justice, Bureau of Investigation*) and the work was started on January 10.

The operation required four full weeks  
April, 1936

during which time 460 students and faculty members were finger printed. While there were a few conscientious objectors, they were in a noticeable minority and numbered not more than twenty-five. No compulsion of any description was used; in fact, many students awaited their turn with marked impatience. We feel that this has been by far the most interesting and practical project which our council has sponsored this year.

Submitted by—

J. W. Gannaway, Sponsor of the  
Student Council, *Leyden Community High School, Franklin Park, Illinois.*

#### AN INDIANA COOPERATIVE SCHOOL BOOK STORE

In the autumn of 1935 the cooperative method of doing business was discussed thoroughly among our pupils. It was suggested that we might start a cooperative book store in our school.

A set of by-laws were drawn up and submitted to the students for their approval. These provided among other things that the students elect the board of directors and that this board should be made up mainly of students.

In 1935 we handled only supplies such as pencils, pens, leads, ink, tablets, etc. We had perfect cooperation among the pupils, and our net savings were very gratifying. We had made connections with the larger wholesale houses of the middle west which aided in our savings.

In 1934 we decided that we would handle our own text books. This we did through a local dealer, realizing a net profit or saving of about 8%. In the late summer of 1935 we connected with the publishers of our text books and found that we could deal directly with them. As a result we now buy our books on the same terms as the larger dealers.

We try to do a cash business, but we do extend credit when we know the pupil personally. Our losses have been negligible.

As a result of our cooperative stores we have found a marked change in our pupils attitude toward one another. Our discipline problems have lessened, and even though we had made no savings, our store has been worthwhile.

Reported by—

L. W. Bender, Manager, The

York Cooperative Book Store,  
York Township Centralized  
School, Albion, Indiana.

### A NOVEL TEXAS YEARBOOK

The Tulia High School includes in its' yearbook the issues of the weekly school newspaper. This school newspaper is printed on two sheets of the local city newspaper, the Herald. The same set up is then used to print the yearbook copy on durable one hundred book paper. At the end of the school year the sheets are assembled, bound and covered with heavy cover paper. These weekly school news sections of the Herald are printed at no cost to the school. The yearbook is printed in attractive school colors and then sold for \$2 to the students. The Herald receives \$1 for the necessary expenses of publication. The staff uses the other \$1 for cuts and other necessary materials.

The high school staff, supervised by a faculty member, is entirely responsible for all news items published in the school news section of the Herald. The city newspaper prints this section free of charge to the school which secures two weekly \$10 paid advertisements from business firms. This space is in the high school section but does not have the usual characteristics of advertising. Each sponsor usually has his biography and picture included. The sponsor of this advertising usually has a motto which serves as an inspiration to the students. Business men and firms unable to afford the large advertisement have smaller signature spaces which usually includes a senior photograph.

This yearbook originated as a gift from the Herald to the school news staff members and to the seniors. It was presented to them in order that they might have a collected and organized record of their activities as well as an accurate account of the happenings of the year.

The participating students receive one-half credit yearly in extra-curricular activities for their newspaper work. Interest in the yearbook has resulted in an increased demand for further knowledge in newspaper work. A course in journalism is now being offered in the high school curriculum.

The novelty of this yearbook has been recognized in many sections of the United States, by several organizations and by many educators. The National Editorial Association

Bulletin, August, 1934, stated in an article that this yearbook was "without precedent".

Submitted by—

Miss Marie Miles, teacher, Tulia  
High School, Tulia, Texas.

Some time ago some professors of education wanted to know just how students felt toward the idea of taking examinations. So they made up a list of eighteen activities sometimes engaged in by teachers and students, and then asked a large number to rank them in the order of their pleasantness. It was found that the taking of an essay examination ranked sixteenth, exceeding in satisfaction only "weed-pulling" and "ditch-digging." But it was found that when the term "Objective test" was substituted for "essay examination," there was an increase in favorableness of attitude. The taking of these tests rose to about the same position as that occupied by "washing dishes" and "cleaning one's room."—Robert N. Hilkert in the Educational Record Supplement.

"Whee, we're moving into our new building." Fine, but highly polished and slippery floors, new types of fountains, wide walks (*which encourage skating and bicycling*), neighboring unpaved and unsidewalked streets, etc., demand a corresponding new campaign of safety education. In, "What the Junior Safety Council Means to Our School," *Safety Education* for March, Rebecca Deutsch tells what was done in just such a setting.

Four students have enrolled in the University of Wyoming in a new four-year course in Recreational Ranching. As prospective managers of dude ranches, these sons of the New West will study animal production, livestock management, nutrition, geology, botany, economics, hotel management, bookkeeping, public speaking, journalism, wild life, and history of the West.—The Education Digest.

"Recreation is not a set of exercises but rather a gallant attitude toward life. It is a reaching out for new experience, for adventure in both the intellectual and physical life. Recreation is the creative aspect of education. Play is not just compensation for what is unsatisfactory in work or other parts of life."—Edward C. Lindeman.

## News, Notes, and Comments

"The Teacher and the Community" has been selected as the theme for the forty-third annual convention of the Association for Childhood Education, New York City, April 28, to May 2, 1936. Fares of one and one-third are to be granted by railroads. Write the Association at 1201-16th Street, Washington, for program and particulars.

The Southern Association of Teachers of Speech will hold its annual convention at Gainesville, Florida, April 1 to 18. Forensic contests and tournaments will be held on April 14 and 15. The professional program will be on April 16, 17 and 18.

### FOR COMMENCEMENT IDEAS

New subscribers will find the April and May numbers of last year a good value at a single copy—25c each.

The American Physical Education Association will hold its 41st annual convention in St. Louis April 15-18. The convention manager is Philip J. Hickey Secretary, Board of Education St. Louis, Mo.

Boys' and Girls' Week will be observed nationally from April 25th to May 2nd, inclusive. Details concerning the purpose and the program of the week are given without charge. Write S. Kendrick Guernsey, Secretary, Room 950, 35 E. Wacker Drive, Chicago, Illinois.

### PLANNING FOR THE 1936 GRADUATION

The movement to vitalize commencement has become widespread. Large numbers of the secondary schools of the country have abandoned the traditional exercises in favor of the "vitalized" program. The emphasis in such a program is upon the graduate. At the same time, it offers a unique opportunity for effective educational interpretation. This new type graduation program has met with the approval of administrators, patrons, and students.

The popularity of the vitalized graduation program is shown by the fact that approximately 2500 high schools used the special 1935 vitalized commencement packet de-

veloped by the National Education Association.

The purpose of the commencement packet, prepared annually, is to assist schools in planning their programs. Graduation programs may well grow out of school activities or local, state, and national issues bearing especially upon youth problems.

The 1936 packet emphasizes the importance of the discussion of present-day problems, particularly those which the senior must face after leaving school. It suggests the theme "Looking Forward with Youth." No topic is more appropriate this season in view of the widespread interest in youth problems and the many projects under way to help young people solve their problems. The packet contains model programs, suggested procedures, and materials with which to work.

Never in the history of our country has it been more important for young people to think intelligently about modern affairs. The greatest problem is for each individual youth to make a social adjustment satisfactory to himself and to society. The 1936 graduating classes by discussion and analysis of their own problems before parents and citizens, may make a significant contribution to the solution of this problem.

A new feature in this year's packet is the writing project for graduating classes. The plan is for members of the class to write on the topic, "What My High School Has Done For Me." and to send the best three papers to the National Education Association. The best of the papers submitted will be published.

The 1936 vitalized commencement packet may be secured by sending 50c to cover its cost to the National Education Association, 1201-16th St., N. W., Washington, D. C.

Out of the 5,000,000 High School students in the United States, about 1,000,000 will be graduated in June, according to the March 17th Special High School Edition of SCHOOL SAVINGS NEWS published in the Woolworth Building, New York City. It is stated also that "the majority of these young people will lack an adequate conception of the important



economic problems they will meet in their approaching maturity."

In connection with this viewpoint it is interesting to note that some 1400 High School students, representing nearly 5,000 schools and 150,000 young men, who will meet at the First National Hi-Y Congress, to be held in Berea, Kentucky, June 20-24, will have as one of their principal topics for discussion, "Economic Recovery."

The NEWS advocates regular allowances for High School Students and the earning of some money by them to develop self-reliance. It offers one dollar for each of five accepted paragraphs of not over 30 words on unique ways of earning money, submitted to them at the Woolworth Building in New York.

#### GOOD WILL DAY MATERIAL AVAILABLE

The International Relations Committee of the National Council of Teachers of English has prepared a bulletin for teachers containing plans for the celebration of Good Will Day (May 18) and suggestions for other activities to promote international understandings. The booklet covers classroom projects, assembly programs, special day observances, extra-curricular activities, Red Cross cooperation, and panel discussions and gives a list of essays, poems, and plays suitable for students' reading. Any who wish a copy of the bulletin should write to National Council of Teachers of English, 211 West 68th St., Chicago, Illinois, enclosing ten cents in stamps or coin.

#### A NEWSPAPER IN THE SMALL HIGH SCHOOL.

(Continued from page 23.)

twelve to sixteen pages eight and one-half by eleven inches. Each page is divided into two columns, and the sheets are fastened together along one side by means of a small stapling outfit.

As the interest in the community grows, it is hoped that the paper may soon be issued bi-monthly and eventually each week. The small cost of the publication comes from two sources, advertisements from merchants and subscriptions from friends and alumni of the school. A copy of the paper is regularly

placed in each school home without cost to parents or pupils.

The staff, composed of pupils from all classes in school, is organized along the lines of any good newspaper. The whole task is harmoniously and systematically carried out.

A paper is not recommended as a panacea for all school problems, but it is felt that the one published by the Kennedy High School has contributed in the following ways:

1. In evaluating news items submitted, the pupils develop judgment.
2. Preparing the lay-out of the newspaper requires definite planning. The wise placing of materials, ads, etc., is very essential.
3. Stability and perseverance are developed. To issue a newspaper requires work throughout the school year.
4. The development of good sportsmanship is encouraged.
5. Originality on the part of the staff is given an effective impetus.
6. Pertinent facts relating to the school life and program can be portrayed to the parents. With this information in hand, they are better qualified to cooperate with teacher and principal.
7. It makes the study of English composition more meaningful. The pupils have a real reason for expressing their thoughts correctly. It also encourages creative writing, as the best poems and short stories written in the English classes are used in the paper.

One of the weak spots in most programs of interpreting the schools to the public is lack of knowledge on the part of the teacher concerning what is going on outside his own immediate field. Whenever an inquirer is given the answer: "I don't know," a doubt arises in his mind concerning the value of the educational offering or policy about which he asks. The slogan, "Know your schools," which has been applied to parents, should first be applied to teachers. Did anyone ever hear of visiting days when the instructor in the machine shop is sent to visit the music department, or the commercial teacher sent to the kindergarten, the primary teacher to the commercial department, or the high school principal to a fourth-grade room?—Roscoe D. Case, in *Journal of Education*.

## Have You Read These?

By the Editor

The average teacher does not "cut much of a figger," socially. Maybe that is one reason why she (he) is so often burlesqued and ridiculed. Perhaps if she (he) were more of an honest-to-goodness human being she (he) would "cut more of a figger" and be less burlesquable. "If we can keep from self-pity and cherish the saving grace of humor we shall find ourselves in one of the happiest of professions", is the theme of Grace E. Inman's, "The Teacher as a Social Factor," in the *Journal of Education* for March 2, 1936. Miss Inman is a Dean of Girls, and she knows what she is talking about.

"He's a born leader." Yes, but it does not necessarily follow that his leadership is in the right direction. Big-shot gangsters, well-known pirates, and powerful racketeers are successful leaders. We do not need "born leaders" nearly as much as we need "born and intelligently trained leaders." An excellent article on this topic is Karl W. Onthank's, "Coaching Student Leaders," in the *Journal of Higher Education* for March. While this article refers to college leaders, much of it is equally applicable to those of the elementary and the secondary schools.

"What shall I do?" indicates trouble needing a solution. The "How Other Parents are Handling Childhood Problems and Teen Age Problems" feature, appearing regularly in *Parents' Magazine*, can be read with profit by every teacher.

Are you green-eyed? Are you a poor sport? Do you ever say, "Nertz to you?" Are you a pin-sticker? Do you frighten children? Have pets? Are you making "hitch-hikers" out of your students? Of course not! But you will be interested in Irl H. Dulebohn's attractive series along the line of, "Some Things I Wish My Teachers Wouldn't Do," in the *Journal of Education* for February 3 and 17, and March 2, 1936.

Member the old-time orator with his exaggerated posture, his hair across his uplifted April, 1936

face, one hand raised heavenward in a mighty gesture, and the other inserted dramatically in his coatfront? Ludicrous? Yes, but hardly more so than the usual posed snapshot in the typical school yearbook. One good action picture is worth a hundred posed ones. In her article, "Action Pictures Tell Our Story," (*Scholastic Editor for February*) Stella Green tells how she and her group provided pictures that really deserved yearbook space.

"Marks and other impediments, signs of the subject-stage of education, challenge students to become educational racketeers. . . A mark in history tells only that the student got it—but neither how nor why." So suggests John Lund in, "What Shall We Do About Marks?" in *The School Executive* for February. This definite and constructive article represents a fine contribution to the current general assault on the use of traditional marking devices.

In character education we are getting away from the old-time formal memorizations and teacher-mouthings. An analysis and capitalization of situation-responses is as logical in teaching character as it is in teaching football, first aid, writing, or anything else. A very definite and suggestive article is "Character Building Through Doing," a partial report of a survey made in the Kansas City schools by a committee headed by George W. Diemer. It will be found in *American Childhood* for February.

The school store is becoming increasingly popular because of its, (1) convenience, (2) economy, (3) standardization of supplies, and (4) because of the problems of pupil administration caused by the neighboring "satellite store." Often these school stores are conducted by the student council or similar student organization. A good, timely, pertinent, and detailed article, "School Stores and Selling Practice in Illinois Schools," will be found in *School Review* for March. It was written by O. W. Funkhouser.

# School Clubs

Edgar G. Johnston, Department Editor

"Why do clubs fail?" This question was asked of several groups of experienced teachers who were making a study of club activities. Each was asked to describe one club of his acquaintance which had failed and to indicate in so far as he could, the reasons for failure. As was to be expected, a variety of reasons appeared. The majority of them, however, pointed to some inadequacy in the sponsor. Of thirty-one different causes suggested, fourteen were definitely related to the personality and interest of the teacher in charge, while twelve others were largely under his control. The most frequent answer to the question with which we started is "Because of the sponsor."

Since this is the case, it seems worth while to give some thought to the qualities which make for successful sponsorship. We may take it for granted that the teacher who is interested enough to read this column is eager to make his club a success and is willing to give time and effort to achieve this end. We spend a good deal of time rating pupil achievement. Let us rate ourselves. Some "Tests for a Club Sponsor" are given below. Try them on yourself. Place after each question a line divided at equal intervals and rate yourself as "Excellent", "Good", "Average", "Fair", or "Poor" in each characteristic.

1. Do you really enjoy associating with boys and girls of high school age?
2. Do boys and girls readily confide in you?
3. Are you keenly interested in the world around you?
4. Are you able to make other people enthusiastic about the things which interest you?
5. Are you an expert in the field of activity represented by this particular club?
6. Are you able to give constructive suggestions of things to do—but not to be annoyed if they are not carried out?
7. Can you guide without dictating?

8. Can you plan systematically but change your plans as circumstances demand?
9. Are you willing to give time and thought to making the club a success—(perhaps foregoing a movie or a game of golf)?
10. Are you interested in all members of your club regardless of personal attractiveness or social position?
11. Have you a sense of humor—even when the joke is on you?
12. Are you able to find your chief satisfaction in pupil growth and not in expressed appreciation of your efforts?

## WHAT THE CLUBS ARE DOING

A Motor Club in Grosse Pointe, Mich.—  
*Grosse Pointe Country Day School.*

I cannot recall how the idea of this particular club was first formed. It was probably formed through pupil-interest in a new automobile engine given to our school by an official of a large automobile manufacturing company.

Since there as not enough space in the Industrial Arts room for this motor and class interest was partially divided, we could not use the engine during the periods regularly assigned for Industrial Art. Therefore a club was organized for those interested, and we were allowed only two separate forty minute periods each week during the ten weeks. Our aim was to get acquainted with the parts of the motor and find their function in making it "tick."

I felt especially qualified and interested in giving this course for I specialized in internal-combustion engines while working toward an engineering degree. However, I believe that any person interested in motors with a little outside reading can offer a very interesting course for boys of junior-senior high school age. The equipment for this club will cost very little. A "Junked" engine from a popular automobile can be purchased from a nearby junk yard and mounted on a stand

April, 1936



made of wood or from the frame of the motor car itself.

—Report by Oliver W. Lowmaster.

#### A Moving Picture Club

*Curtis High School, Staten Island, New York.*

Happy the Motion Picture Club which numbers among its members owners of motion picture cameras. Any study of film technique is greatly enhanced by their activities.

Such an organization is the Moving Picture Club of Curtis High School, Staten Island, New York. Although less than six months old, it is one of the most active clubs in the school, and not the least thrilling phase of its program are the newsreels it makes of school activities.

Every Tuesday morning the club gathers back stage in the school auditorium to discuss current pictures, and there is live comment on acting, plot, production, lighting, photography and technical details. The juniors

regularly run over the weekly film guide issued by their elders in the Staten Island Motion Picture Council, and their reaction to films is frequently more critical than that of the adults.

At every meeting there is either a featured talk or a general discussion led by the president, who makes pictures of his own, has spent much time in studios and laboratories, and made an intensive study of the details of Motion picture production.

At one of these meetings he explained the three dimensional moving picture of the future, having actually seen these at the Eastman Laboratories in Rochester. He has delivered talks on lighting, double exposures and film editing, in all of which he is well versed.

Among the discussions of general nature which have proven most interesting are those which centered about the elements of comedy, the problem of adapting a novel to the screen

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## SCHOOL SCIENCE and MATHEMATICS

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3319 N. 14th St. Milwaukee, Wisconsin

and the historical accuracy of Mutiny on the Bounty.

Delegates from the club attend weekly previews of motion pictures and report to their club mates. Their reviews are subsequently compared with those of the leading film critics. Newspaper reviews and special articles on motion pictures are clipped and pasted into a scrapbook, which is one of the club's proudest possessions.

Very shortly after the club was organized it made its first newsreel, a record of the school's Field Day activities. Another film of similar character is planned for the coming spring. Miss Norma M. Scheinberg, faculty advisor, is the motivating spirit behind the club's activities and was also one of the prime movers in its organization.

—Report from "The Motion Picture and the Family"

#### **The Thespian Club**

*York Community High School, Elmhurst, Ill.*

Out of fourteen hundred students only forty are chosen to belong to the National Honorary Thespians, Troup Number Ninety-four of the York Community High School. The students are rather proud of this selectivity, but the sponsor felt that the dramatic work could be more profitable to the student body as a whole. With this idea in mind a combination program was presented which embodied Baker's conception of the dramatic club, plus the several specialized requirements of the particular community. The plan was adopted last year, and the results seem to indicate that the new plan possesses many advantages over the old one.

The essence of the plan involves the use of three levels of activity rather than the usual homogeneous group. The importance of a motive to stimulate the growth of the student from one to the other was immediately recognized. The first group is made up of apprentice members who try out through a pantomime sequence. Their ascension to the second level is earned only through a year's labor at all phases of the work of production. The second group is called the Active Member Group. It must not be understood that the Apprentices automatically gain their membership in the second or Active group. If their work has not included participation in the production of four plays, they must complete this quota before they quit the ranks of the Apprentices. The third group is the

Honorary Group. Their quota of required plays is seven. For these seven they are permitted to work at any of the many branches of theatre work in which they seem to show the required ability. An added honor, and one which is greatly cherished, is the presentation of a gold pin which marks them as Honorary Members of the National Thespian Society. This award is made at the school's yearly Honor Assembly.

The service value to the school is emphasized by the fact that the Thespian stage manager or building crew manager, or make-up artist, or committee as the case may be, helps in all the school productions regardless of the organization which may be sponsoring it. In this way the Latin teacher, who has charge of the entertainment for the Latin Club banquet simply appoints a Latin student to work with a Thespian. He might be an electrician or a costumer or a director depending upon the needs of the occasion. The Latin teacher has learned that she can be very sure that the person in charge of that project is capable and trustworthy and that work, with which she is probably unfamiliar, will be performed in a satisfactory manner. The Thespian student gets credit for his work and enjoys the responsibility.

Report Submitted by Tekla Wainio, Sponsor

#### **An All-Girls Service Club**

*The Waugonian Club*

*Wausau Senior High School*

*Wausau, Wisconsin.*

The Waugonian Club includes all girls in its membership, since every girl who enrolls in the Wausau High School automatically becomes a member. There are no membership restrictions and no dues. The club has two main purposes: to promote a democratic and friendly feeling among the girls through an adequate social program and to present scholarships each year to needy and worthy grad-

#### **WHAT ABOUT JUNIOR HIGH SCHOOL COMMENCEMENT?**

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uates. A scholarship of \$200 and one of \$100 are awarded annually, half of the amount being a gift and half a loan.

In addition to general officers elected by popular vote of all the club members, there are senior, junior and sophomore officers, elected by their classmates to promote activities within the class. These officers and the committees which they appoint are responsible for planning school and class parties, which are usually self-supporting but not money raising events. The funds to provide the scholarships are raised by two traditional events. The Poinsettia Prance, a dinner and dance is held during the Christmas vacation and is well attended by alumni as well as by pupils currently enrolled in the High School. A carnival with coronation of a king and queen, "jitney dancing", and a variety of stunts and sideshows is given in the spring. Proceeds from these events together with loans returned usually total the sum required.

The scholarships are awarded by a committee composed of the principal, the club advisors, the general officers, and the senior class president to the two girls most deserving of the honor on the basis of scholastic effort, service to the school, and need. Awards are made on graduation night by the president of the club.

Report by Stanley K. Norton

#### OTHER CLUBS

*Fair Haven Junior High School  
New Haven, Connecticut*

Estelle E. Feldman, Guidance Director

A bulletin of "Club Descriptions" from the Fair Haven Junior High School which has come to the editors desk shows attention to a wide range of pupil interests. That pupil would be rare indeed who found no activity to intrigue him in this list of fifty-nine clubs. Among the more unusual are:

##### *A Fashion Designing Club*

During the year the members study, draw and paint in appropriate colors costumes suitable for different occasions.

##### *A Home Mechanics Club*

In this club open only to boys, opportunity is given to learn how to make and to repair various articles used in the home. Treatment of floors, care of window screens, mending shades are among the problems considered.

##### *A Home Decoration Club*

This club is open only to girls and deals

with the problems of "making the most of what we have" in order to make a home as attractive as possible.

##### *A Hooked Rug Club*

Rugs made from discarded clothing.

##### *A Knitting Club*

Instructions furnished for those who wish them. An opportunity to make various articles of clothing.

##### *A Looking Glass Club*

"Open to any girl who enjoys discussing the how, when, and where of improving her personal appearance so that her mirror will reflect a girl attractive to look at and delightful to know."

##### *An Indian Club*

Indian songs, woodcraft, and legends are studied. Pupils may learn to converse by sign language and to read picture writing.

##### *A Hodge-Podge Club*

There are three sections of this club, the members of which engage in various activities. Activities carried out in the past include: art literature, music, sports, making blue prints, nature study, pantomime, making novelties, miscellaneous social games.

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The entire object of true education is to make people not merely to do the right thing; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst for justice.—John Ruskin.

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No child wants to fail. Failure means only one thing: that someone has blundered; someone has failed to show the child off to advantage on his own level of ability to succeed.—Dr. Frederick L. Patry.

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A few back numbers of most of the issues of School Activities are still to be had at the single copy rate.

## CLASS PLAYS

Four new non-royalty class day plays. All parts written. Extra speeches and songs written to meet needs of your class. Write

### F. NOBLES

Goldsboro, N. C.



# Stunts and Entertainment Features

Mildred H. Wilds, Department Editor

## APRIL'S FOOLS

Edith May Clarke

When the funny bones begin to play their little jokes and yell "April Fool" at the unsuspecting martyrs, it is time for a session of levity. Bring out the comic atmosphere. Bring forth the jokes that have been smoldering until the occasion presented itself. Here is the time for as much humour as can be passed to the audience in the given time. STAGE: This will be decorated to look like a classroom in a country school house. Find a baby's high chair that will fit and be strong enough for a high school girl. A much lower desk will add humour. Line up chairs or desks in front of "teacher".

CHARACTERS: As many students as space and chairs permit. The students ought to be chosen from the larger of the senior boys and the teacher should be the smallest freshman girl. She will wear a cap and gown many sizes too big.

TIME: April Fools day.

The skit must be enacted quickly and dexterously. As many bits of side humour as is possible should be included—sharpening a pencil too big for the sharpener—many trips to the waste basket to empty the pockets of all sorts of quaint objects.

The following will serve as continuity:

Teacher: We'll now have a lesson on the economic use of bugs. Gary, what would you say if a flock of cut worms would come into your wheat?

Gary: Do I have to say it?

Bill: Teacher, I shot a dog yesterday.

Teacher: Was he mad?

Bill: He wasn't very pleased.

Teacher: O this world is full of woes.

Gary: The whoas don't bother me, its the giddaps that tire me out.

Teacher: John, when were you born?

Mike: On the second of April.

Teacher: Late again.

Mutt: I can't decide whether to go to the university of Moscow or to Dartmouth.

Gerty: What's the difference? If you go to Moscow they hang a ski on your name and if you go to Dartmouth they hang a pair on your feet.

Teacher: Why do they feed elephants moth balls?

Gerty: I'll bite, why?

Teacher: Why to keep the moths out of their trunks.

*(Mutt has his feet in the aisle and is furiously chewing gum.)*

Teacher: Mutt, take that gum out of your mouth and put your foot in.

*(Mutt looking vacantly tries to carry out the suggestion literally.)*

*(Gerty looks sleepy.)*

Teacher: Gerty, wake up.

Gerty: I can't.

Teacher: You can't?

Gerty: No, I'm not asleep!

Teacher: Why is milk so full of water, Mike?

Mike: Maybe the cows got caught in the rain.

*(Mike's hair is quite long and is hanging down in his face.)*

Gerty: Mike why don't you slick your hair down with crisco, then you won't have to get a haircut.

Mike: Staring with mouth open.

Gerty: Because crisco is shortening.

Teacher *(looking out of window.)*

Gerty: There goes Mrs. Tightpurse—she has a heart of gold.

Mike: Isn't it clever of her to have teeth to match!

Gerty: Wanna see something swell?

Mike: Sure what is it?

Gerty: Pour water on a sponge.

Teacher: Name one thing of importance

April, 1936



a literary club.)

Story Book people (or folk from classic literature) might be mixed up together in laughable impossible situations. For example, Hamlet might put it up to Henry VIII to help him with his problem. Portia might be called in to help and then after all it might be Simple Simon who offers the idea which really works. This would stand a Library club in good stead.

The Clown Band (described in a former issue of *School Activities*) might serve a Music club or Orchestra club.

The Science club may fall back on the old mysteries of color change in certain chemicals. Or they may stage a dramatic scene in the life of a great scientist.

The Math club might put on a scene in a world where mathematics was unknown, or a world suddenly deprived of all knowledge of the science of numbers.

But Stunt Night shouldn't be all serious. There's plenty of opportunity for laughter and every opportunity should have the most made of it. But nobody's feelings ought to be hurt. There are surely lots of amusing happenings which have turned into school jokes which may be parodied on Stunt Night. This sort of thing always takes.

"A good time was had by all" should certainly be the goal of Stunt Night. Teacher influence should lean toward inclusion of those persons who seldom take part in public school gatherings. If anybody is to be neglected, forget the boy or girl who is a part of every school entertainment. Give the timid one a chance. With the chance to "dress up and be somebody else" it is surprising how self confidence will turn a shy and awkward boy into a youth of ability and self esteem.

#### GARDEN TOURS

Ella M. Stewart

If your school is located in a garden-conscious town, remember that with April showers come May flowers and spring. Although the garden tours suggested here are not deemed advisable in April, unless you live in the southern climes when they would be good any time, it is time now to plan them. About this time of year, every home and every student interested in the home beautiful

is hieing the hoe from its winter hibernation.

Furnish an opportunity for people of your town to visit some of the most beautiful gardens and homes whose grounds are now being landscaped in your city or town. The tour would be planned for a time when the floral beauty of the gardens is at its best, for one or more days, as the number of homes to be visited may require. From eight to twelve homes should constitute a tour for one day, the hours usually being from 10 o'clock in the morning to 5 o'clock in the afternoon.

In the beginning permission must be secured from the garden owners, and a member of the committee in charge should be stationed at each home to act as hostess and guide.

Then the matter of transportation must be arranged. Usually enough cars with drivers will be donated by those of the group, thus eliminating the expense except for gasoline which should be refunded out of the proceeds. Tickets should be sold in advance if possible, and if the tours are to cover a period of several days, the purchaser shall designate which day he expects to go, thus giving the committee an idea as to how many cars will be needed each day.

At one of the stops some special feature may be provided—a few tables where tea and cakes may be served, or sandwiches and coffee, ice cream, or strawberries and cake, for which a proper charge should be made, thus adding to the treasury of the sponsors.

It is advisable to conduct these garden tours more than once in the season. The first should come the latter part of May or early June, when the spring flowers are at their best. The second may be held in the late

#### UNLESS YOU'RE A PUBLIC SPEAKER

it's real labor to get ready a speech, a talk, or a toast. Write me your assignment. I'll send you the talk, breezy, well organized, ready to give, typewritten.

**Articles and Talks, \$3.00**

1000 to 1500 words

**Toasts and After-Dinner Talks, \$1.50**

300 to 850 words

**ANNA MANLEY GALT**

"Ghost Writer"

Topeka, Kansas



summer or early autumn when late blooming flowers are so riotously beautiful.

The price to be charged may be fixed by the sponsors as seems fitting. Usually a fee of one dollar is charged, though a good profit may be made at fifty cents for the round trip.

In a city, the tours may be continued for several days—in fact as long as the public shows an interest by patronizing the scheme. Good advertising is essential to success, as in any other endeavor. This has proved to be a successful money raiser, as well as a source of pleasure and inspiration to the guests.

### JUNIOR HIGH SCHOOL PLAYS

Marie Marsh

Playtime comes again and rehearsals begin on the final senior play or the big Junior play—how about having a series of plays for the Junior High school students?

Strongly contrasting plays provide variety. One play should be colorful fantasy such as, "Sir David Wears a Crown" and one deal with every day things such as "Imagination". If three plays are to be used the third could be pantomime, puppet show or a shadow play as "Hey! Ho! The Prince."

Both plays and music should be so selected that a large number of children will participate. The greater the number of children in the entertainment, the larger will be the circle of friends and relatives who make up the audience.

If music and dancing are now wanted between acts another short play such as "Nevertheless" may be played in front of the curtain without extra scenery.

The business of advertising, printing tickets and programs, collecting properties, ushering, and ticket sale makes a good project for the student council.

Good plays suitable for junior high schools are scarce. The following list includes the best one-act plays which can be acted well by children of this age.

#### Non-royalty Plays

Enchanted Door, The .....Marjory Barrows (a)  
Great Caesar .....Warren Beck  
Hey, Ho! The Prince .....Dixie Willson (b)  
Imagination .....Warren Beck  
Neighbors .....Zona Gale  
Old Sleuth, The .....Warren Beck  
Santa The Third .....Marjory Barrows (c)  
Station Y-Y-Y-Y .....Booth Tarkington

Wistful Witches .....Marjory Barrows (d)  
(a) Child Life Magazine Nov. 1927  
(b) Child Life Magazine May 1929  
(c) Child Life Magazine Dec. 1929  
(d) Child Life Magazine Oct. 1930

#### Royalty Plays

Bimbo The Pirate .....Booth Tarkington  
Dyspeptic Orge, The .....Percival Wilde  
Enchanted Garden, The .....Constance D'arcy Mackay  
Ghosts .....Stuart Walker  
Ghost Story, The .....Booth Tarkington  
King's Great Aunt Sits on the Floor .....Stuart Walker  
Knave of Hearts, The .....Louise Saunders  
Lady Loses Her Hoop, The .....Wilson (a)  
Nevertheless .....Stuart Walker  
Six Who Pass While the Lentils Boil .....Stuart Walker  
Ten Minutes by The Clock Mrs. A.C.D. Riley  
Toy Shop, The .....Hect and Goodman  
(a) The Drama Magazine May 1922

### BUILD A COOK BOOK

As Spring weather dulls appetites the home economics department in conjunction with the English department might plan an attractive recipe book to be given to the mothers on mother's day next month. The art department boys can contribute by drawing the illustrations and otherwise proving the epicurean efficiency of the literature in the books.

Each teacher and those mothers of pupils who want to cooperate are asked to submit some favorite recipe for cooking. The recipes should be organized into chapters and duplicate copies of each page be made on the mimeograph. Make attractive covers, assemble the mimeographed or typed pages and fasten together with staples.

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## GENNETT RECORDS

Richmond, Indiana

# Games for the Group

Mary D. Hudgins, Department Editor

## FOR THE APRIL FOOL PARTY

Madge Morrison

### NO FOOLIN'

You're Being Asked to Come to a Party  
at ..... on .....  
Signed .....

The above might appear particularly attractive if printed on a peaked "fool's cap" cut from tinted art paper. If invitations are to be sent by mail, it will be no trick at all to construct envelopes from the same material. But if that is too much effort, the hostess or committee had better buy envelopes first and then cut invitation blanks to fit.

A topsy-turvy effect is the proper one for the April Fool gathering. Guests should be kept constantly wondering just what it is all about. They must never know what is to be taken seriously and what isn't. In a home, procedure of receiving guests might run something like this. On the front door—which is kept locked is the following sign:

BELL OUT OF ORDER!

WET PAINT!

MAD DOG!

MEASLES!

USE BACK DOOR!

If practical, guests at a gathering held at school should be forced to enter through the basement. A sign on the front door might read:

OPEN ONLY DURING SCHOOL HOURS.

USE SERVANTS' ENTRANCE.

TO THE REAR.

Members of the host committee should meet guests at the door with a bland smile and a "Good-bye. So glad you enjoyed the evening. May I find your wraps?"

Nothing breaks the ice so surely as fancy dress. So, to fill in the inevitable gap before all members of the party have arrived, guests should be encouraged to make "fools' caps" to wear during the evening. Strips of tissue and crepe paper, in assorted shades, have been placed on a table nearby. Old news-

papers are there too. They can be used to form the ice-cream-cone effect frames over which the paper may be pasted or pinned to create the proper effect.

As soon as the group is together they are offered "refreshments". These may be passed around on plates, or in individual "lunch boxes." "Refreshments" should be trick food. Candy frankfurters should be easy to get. Candy bacon is often obtainable. Chocolate cigarettes are effective. Any sort of trick food that looks like something else will serve. No need to plan for much of it. The real refreshments come later.

A magician is a part of the April Fool party. He needn't be so very expert. Every town has at least one who has more tricks at his command than anyone else. He simply must be a part of the performance. Other guests should be encouraged to perform tricks too. A prize might be given to the amateur with the cleverest stunt.

Try playing games with the rules reversed. Going to Jerusalem at the April Fool party requires that people move when the music is not heard, and that everybody stop and try to find a seat when it begins. It will be surprising to see how many people forget and go back to the old rules. There is no limit to the possibilities of the inside-out effect of games. Relay races may be run in reverse. The donkey could be pinned to his tail. Handkerchiefs might be behind each guest and Pick-up-the-Handkerchief begun when "It" sweeps one from the floor behind a certain player.

Everybody, on pain of having to pay a forfeit, must tell of his most embarrassing moment, which in this instance becomes, "When I Felt Most Like a Fool." The few who refuse to play up and tell some sort of a story will have to buy back their forfeits at the expense of some stunt which will provide them with an excellent embarrassing moment story to tell at the next party. Thus, they should be warned beforehand.

Especially if the party is staged in the gym, a few specialty dances will go over well. A Pirrot and Pierrotte number should be ef-

fective. A clown dance is clever. A backward dance is all to the good. The backward dance, requiring that the "ballet" wear false faces and face the rear of the stage, is especially good if somebody reads "Oh backward, turn backward, oh time in thy flight—" very melodramatically as the dance progresses.

A contest may be announced called MIXED PROVERBS. Guests are asked to blend two proverbs in such a way that two new sentences result with fairly reasonable meanings. For example, someone may blend:

"Uneasy lies the head that wears a crown."

and

"Time and tide wait for no man."

into:

"Uneasy lies the head that waits for no man."

and

"Time and tide wears a crown."

or:

"Opportunity knocks but once."

and

"Make hay while the sun shines."

into:

"Make hay but once."

and

"Opportunity knocks while the sun shines."

The possibilities of such combinations are limitless. Of course the prize goes to the sentences which, while making perfectly good sense, seem the most ridiculous.

Guests may be invited to perform stunts. In fact they may be ordered to perform them, and even told what they must do. Someone is to recite "Mary Had a Little Lamb" backward. Someone else must sing "Star Spangled Banner" backward. Still others, who haven't been told to recite or sing backward numbers are assigned words which must be spelled backward—words such as conglomeration, multiplication and transfiguration.

If time permits the old Five Senses tests may be used. Someone is blindfolded and allowed to smell half a dozen foods. If he is unable to determine what they are from a mere whiff, he is allowed to either taste or feel them. The silly mistakes that can be made are unbelievable.

Refreshments should be delicious but surprising. Ribbon sandwiches resemble layer cake and might be served with a mold of potato salad which was served from an ice cream scoup. Angel food cake, whipped

cream and half an apricot may be made to look for all the world like a poached egg on toast. Thin slices of cake with a layer of custard or icing between them will fool almost anybody into expecting a sandwich.

### A BASEBALL PARTY

Jack Dengler

The invitation committee may set to work printing the following invitations on baseballs cut from art paper. Someone artistically inclined may trace the outline of the stitching on the balls in India ink.

Won't you be up in the *grandstand*

At the *ball* we're going to give

For our base of operations

Come to where the ..... live.

Hope the party *strikes* your fancy

*Teams* with things to make you glad

If you come, you'll make no *error*

Are you coming? *Batter* had.

Time..... Place.....

If the school is used to staging dancing

## A Penny Post-card

Will bring you  
a sample copy  
of

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**Clyde Jackson Garrett**

Editor

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Arlington, Texas



parties, all that will be necessary to preserve the Baseball idea is a few baseballish favors. Tag dances may be arranged for. In some, girls will do the tagging. In others, boys may have the privilege. Wee paper baseballs might be provided which the tagger may pin on the one selected for a partner. Or, the dance floor may be roped or chalked off to represent a baseball diamond. A rule might be enforced providing that no one might tag a dancer who was within five feet of a base. Again, dance periods might be divided into innings.

And here's an idea to break up the unfortunate habit of one couple dancing together constantly. "Three strikes—you're out." No couple may dance more than three consecutive dances.

But if non dancing parties are the cus-

tom here are a number of workable ideas.

#### Table Baseball

On a large table (*dining or ping-pong*) a baseball diamond is chalked off. Guests are divided into two teams. Each person is provided with a marble representing both baseball and a player.

Regular baseball rules apply. Two teams elect their pitchers. Other players are automatically batters. One rule differs. A pitcher pitches to his own batter.

Here's how. A marble is placed at center field, representing the pitcher. Another marble is laid on home base and is a batter. Taking careful aim, the pitcher (*human*) shoots the marble resting at center field directly at the marble on home base. If he hits it, the batter (*marble at home base*) may be moved up to first base.

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### ORDER TODAY

Number	Height	Price	Number	Height	Price
1118	18" }	\$1.10 ea.	1126	26" }	\$1.20 ea.
1120	20" }		1128	28" }	
1122	22" }	\$1.15 ea.	1130	30" }	\$1.25 ea.
1124	24" }		1132	32" }	

Jobbers—Write Today for Information

At these special low prices—all orders shipped from stock the day order is received.

**KEWAUNEE MFG. CO., Dept. 275, Adrian, Mich.**

**Nothing Bat the Truth**

The hostess distributes slips of paper, together with pencils. Questions may be read aloud and only answers written on the slips of papers. But it will prove more satisfactory if questions have been typed out on each slip.

1. What kind of a bat is always found in an auto? **BATTERY**
2. What kind of a bat does a band leader use? **BATON**
3. What kind of a bat is useful in making pancakes? **BATTER**
4. What kind of a bat is several? **BATCH**
5. What kind of a bat is cloth? **BATISTE**
6. What kind of a bat is a group of soldiers? **BATTALION**
7. What kind of a bat would a general prefer? **BATTLE**
8. What kind of a bat was used to destroy fall **BALUSTRADE**

**Nothing to Bawl About**

Maybe guests would prefer two sets of questions. They could either guess both sets, or compete against each other, half answering one group, half, the other.

1. What kind of a ball floats in the air? **BALLOON**
2. What kind of a ball does a ship carry? **BALLAST**
3. What kind of a ball do politicians prefer? **BALLOT**
4. What kind of a ball does a circus barker use? **BALLY-HOO**
5. What kind of a ball is a dancer? **BALLET**
6. What kind of a ball is it illegal to stuff? **BALLOT BOX**
7. What kind of a ball would a skater prefer? **BALL-BEARING**
8. What kind of a ball can keep one from a fall? **BALLASTRADE**
9. What kind of a ball is slang for confused? **BALLED UP**
10. What kind of a ball would an English teacher use? **BALLAD**

**Yeah Team**

The group is divided into smaller groups. Each prepares a stunt for the entertainment of the others. The baseball theme must be preserved. A pep team is organized. The stunt which calls for the most enthusiasm wins.

Partners for serving hour may be found by matching tiny paper baseballs, either by

color, or by torn halves. Or, names of famous baseball players may be written, clipped apart and distributed, half to the girls, half to the boys.

**Suggested Refreshments**

*Cottage cheese balls.* Called baseballs, of course. Mayonaise and chopped olives may be added to the chesse.

*Diamond sandwiches.* Open faced sandwiches might be decorated with bases and center field plate. A diamond shaped cookie cutter may be used. Failing this, triangles cut from all four corners of a square slice of bread produces a very satisfactory diamond.

*Cheese straws.* These should be made at home. They are molded by hand. One end is clubbed to resemble a baseball bat.

*White cherries.* These will look surprisingly like tiny baseballs.

*Diamond shaped cookies.* They may be iced to resemble a baseball field.

*Baseball a-la-muddy field.* This is just a scoop of ice cream with chocolate sauce.

N.B. Suggestions are made for a party in a private home, but no suggestion will prove inconvenient for a school gym.

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### A PAPER PARTY

P. B. Prior

A paper party is an amusing form of entertainment. Invitations state that prizes will be given for the best paper head dress. Thus the affair becomes fancy dress, always popular, and saves time and expense in preparing full costumes. Wonders may be accomplished with tissue and crepe paper. For girls there are witches hats, peasants' caps, flower hats—etc—while for boys there are cocked hats, Pierrot caps and others. On tea or supper table decorations are of paper, flowers, plates, napkins, favors.

A good ice breaker is a game of blind man's buff. Girls are blindfolded and one by one led to the room where the boys are waiting to be caught as partners for the evening.

All games should be paper games. A few minutes of simple card playing is good. Pinning on Cinderella's slipper (a la donkey's tail) will take. A blindfold drawing contest is sure to draw laughter. "Portraits" (pencil drawings of members of the party by other members) is fun. A variation of this is cutting silhouettes of the group.

Even prizes should be made of paper.

### GAMES TO PLAY ANYWHERE

#### Qualifications

A story is written (extemporaneously) by a member of the party. Before every noun a blank is left. Adjectives, suggested by members of the party are listed. In rotation, and without regard to sense they are filled into the blanks. The story is then read aloud.

#### Information

Small cards and slips of paper are passed to the men and women in the group. A card number corresponds to one on a slip, thus

## COSTUMES

We carry a full line of Costumes, Wigs, Beards, Grease Paints, Evening Dress Suits, Tuxedos, Wooden Shoes, and Swords, for home talent shows and masquerade balls.

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Box 167

Grand Island, Nebraska

determining partners for the game. A question is written on each card—sensible or otherwise. Cards are collected and questions read aloud. Each couple writes its answers on a slip of paper. A prize is offered for the most accurate or the funniest set of answers.

Few have critized educational frills more rigorously than the Saturday Evening Post. It is with no small relief, therefore, that one discovers that there are certain extra-curricular activities which Mr. Lorimer of the Curtis Publishing Company does approve. A town in Pennsylvania reports the cordial cooperation of that organization in a subscription-selling contest held by the students in the high school. The campaign added 334 more to the circulation of the Saturday Evening Post. The best team won ten pounds of chocolates.—Highschool.

The only sure thing we face is change. What are we doing to prepare pupils for it?—John Dewey.

# Theatre --- --- and School

A MAGAZINE OF CREATIVE DRAMATICS

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April, 1936



## School Activities Book Shelf

**CHARACTER AND CITIZENSHIP THROUGH STUDENT GOVERNMENT**, by Lillian Kennedy Wyman. Published by the John C. Winston Company, 1935 173 pages.

Here is an intriguing story of how student government functions in a large high school. In its thirteen well illustrated chapters are discussed the details of organization—Senate, House of Representatives, and Court, election and installation of officers, activities and responsibilities, and the relation of the council to the home room, assembly, and clubs. An addenda includes a constitution, example of student reactions, topics for group discussion, an honesty campaign, and directions for monitors.

The book shows what can be done by sympathetic and understanding teachers who believe that student government should grow out of the democratic spirit of the school, and who see it as a laboratory in which intelligent and conscientious citizens are produced.

The volume is not a formal theoretical treatise on pedagogy but a concrete "laboratory notebook" crammed with adventures and experiences. Its authorship is competent, its story is interesting, and its suggestions are helpful. What more could be desired?

**THE PSYCHOLOGY OF ADOLESCENCE**, by Karl C. Garrison. Published by Prentice-Hall, Inc., 1934. 377 pages.

Dr. Garrison has given in this book a valuable help for students in college classes and for parents and teachers who are entrusted with the care and guidance of adolescents. He introduces basic experimental studies and lays the foundation for a critical appreciation of new studies that are constantly appearing. While based upon beliefs established by G. Stanley Hall, this book emphasizes the importance of study, experimentation, and investigation that are free from opinion or sentimental bias. The reader of this book will be impressed with the author's style and approach. The book inspires confidence and arouses interest in its subject.

**THE FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION**, by Ward

G. Reeder. Published by the Macmillan Company, 1932. 579 pages.

This book discusses the problems involved in the Administration of a local school system, whether the school system is large or small. It leaves much of the discussion of the business problems of a school to the author's other book, which deals with that phase of the subject, but it treats fully from the point of view of the superintendent all administrative matters not purely "business matters". The book has been designed as an introductory text and manual, and it serves well that purpose. Anyone interested in becoming a school administrator will find the book interesting, helpful, and satisfying.

**THE CURRICULUM IN SPORTS**, by Seward C. Staley. Published by W. B. Saunders Company, 1935. 373 pages.

This ENTIRELY NEW textbook on the Curriculum of Sports (*physical education*) serves two purposes. For students studying physical education it provides a comprehensive work on the principles of formulating and conducting effective curriculum; for teachers directing physical education it offers MUCH that is helpful and useful toward improving their own programs. The author has successfully combined theory and practice, resulting in a test of PROVED, WORK-ABLE procedures. The necessity of organizing and conducting the curriculum along standardized educational theories and practices is emphasized. An ESPECIALLY IMPORTANT feature is the "out-of-class learning activities" which follow each chapter. These activities guide the student toward a more thorough understanding of his course and at the same time prevent misdirected effort.

**HOW TO PRESENT THE GILBERT AND SULLIVAN OPERAS**, by Albert O. Basuk. Forward by Dr. Sigmund Spaeth. Published by The Bass Publishers. New York; Brooklyn, N. Y., 1934. 195 pages.

In these days when the schools and colleges are realizing more and more the desirability of making a study of the general principals of the opera, a work so entertaining, so direct, and so individual as this book written

by Albert O. Bassuk cannot fail to be most helpful. This is an excellent and readily understood presentation of the Gilbert and Sullivan operas. With careful study and adequate participation the average school or college amateurs can make the performance most effective. The book is profusely illustrated with diagrams and scenes from operas, and it has a careful analysis of the presentation of the opera from the business management to the finale.

**GOOD MANNERS** by Beth Bailey McLean.  
Published by The Manual Arts Press,  
Peoria, Ill., 1934. 128 pages.

One of the important books on the market is **GOOD MANNERS**, by Beth Bailey McLean. Young people who wish to do the correct thing at the proper time will find this book a real friend. Young people are often careless and slip shod in their manners among their friends, but when they go away to school or enter the business world they find that they are judged by their manners. It is a fine young man or young woman who knows what is the mannerly thing to do in any situation. This book will prove an invaluable aid to all who wish to have the ease and poise that comes from knowing what to do and when to do it.

## Comedy Cues

### Improvement

The nice old gentleman stopped to talk to the wee girl who was making mud pies on the sidewalk.

"My goodness," he exclaimed, "you're pretty dirty, aren't you?"

"Yes," she replied, "but I'm prettier clean."—Michigan Education Journal

### Natural Resources

"The sun never sets on the British empire," said the Englishman proudly.

"How unfortunate!" remarked the American girl. "At home we have such lovely sunsets."

### "Fast" Time

"Mother, isn't it nearly time for lunch?" asked little John.

"No, lunch will not be ready for nearly

an hour," returned the mother.

"I guess my stomach must be fast," ventured the six-year-old.—Indianapolis News.

"Now, Bobby Jones," said the teacher, "where is the elephant found?"

"The elephant is such a big animal, teacher, that it is hardly ever lost."—Tit-Bits.

### Tastes Differ

It was a tea-room in the slums of Paris.

Customer (who had ordered tea): "What is this mess in frnt of me? Is it tea or is it coffee?"

Manager: "What does it taste like?"

Customer: "It tastes like wood alcohol."

Manager: "Then it must be tea. Our coffee here tastes like gasoline."

During the rush hour in a down-town cafeteria a meek little man left his seat at the crowded table to get a second cup of coffee. When he returned he found a great hulking brute in his place.

"No," growled the bigger man in response to the timid request, "I won't give you this seat until I'm through eating."

"Very well," agreed the smaller man, "but I don't suppose you would mind giving me my slab of pie you're sitting on?"—Pathfinder.

### Reverse English

Teacher: "Please correct this sentence. 'Before and damage could be done the fire was put out by the volunteer department.'"

Pupil: "The fire was put out before any damage could be done by the volunteer fire department."

Teacher: "Surely you know what the word 'mirror' means, Tommy. After you've washed, what do you look at to see if your face is clean?"

Tommy: "Towel, ma'am."—Ex.

### Rah-Rah-Rough!

Ball—"What is silence?"

Hall—"The college yell of the school of experience."—The Journal of Education.

English Teacher: What is a metaphor?

Freshman: To keep cows in.—Michigan Ed. Journal.